President.—The only point is, is it your contention that the question could not have been answered ?

Diwan Bahadur Dr. V. Verghese.—I could have answered that. But, Sir, the borderland between a desire to get information, which is legitimate, and the desire to cross-examine official Members, which is very illegitimate, is so subtle and vague that, care should be exercised in asking questions, if not we will give you the pound of flesh and nothing more. (*Hear, hear.*)

Dr. A. G. Menon.— Our very complaint is that. You support us. We are thankful to you.

Here I would like to bring to your notice that to-day there are about 29 questions answered. In these ten are put by one Member. He has not breathing time to put the supplementary questions. It is only a request that these questions may be so arranged that each Member must be allowed not more than a limited number of questions.

President.—Who is the Member ?

Dr. A. G. Menon.—Mr. K. J. Antony.

President.—He never put in any complaint.

Dr. A. G. Menon.—If I am putting certain questions and I am given the whole day for the questions, I would feel the difficulty. That is the general difficulty.

Rama Varmha Tampuran.— A word of explanation, Sir.

Dr. A. G. Menon.—I do not want any explanation. In future these questions may be so arranged.

President.—These are in connection with one particular subject, so that, if you separate these questions, the purpose of the questions will not be served.

VOTING OF DEMANDS FOR GRANTS.

9. Demand No. XVIII—Education (contd.)

Rs. 12,59,044.

Motion No. 5 (*contd.*)

Mr. Thomas Manjuran.— *To reduce the allotment of Rs. 31,766 for Direction and Inspection by Rs. 5,000.*

Rao Sahib Mr. C. Matthai.—I was trying to explain certain criticisms regarding the policy underlying the recognition of Secondary Schools.

Mr. P. Kumaran Ezhuthassan.—It was not a reply.

Rao Sahib Mr. C. Matthai.—Yes.

Mr. P. Kumaran Ezhuthassan.—Other Members wanted to speak. There was only an explanation. It was not by way of a reply.

Rao Sahib Mr. C. Matthai.—I wanted to reply to those who had already spoken on the subject so that the speech

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of those who follow me may be shortened in the light of the remarks I had to give.

What was urged was that there was a great deal of difficulty experienced because Secondary Schools were not recognised as freely as, by the information of some Members, they might be. I was trying to make clear what the policy of the Government has been in regard to this matter of encouraging secondary education. I said that the policy of Government has been changing. At one time Government was ready to start Government Secondary Schools, later on Government thought they might withdraw from the field of secondary education and leave it to aided enterprise, and aided enterprise meant helping private agencies, and then, when a sufficient number of schools came into existence as a result of that policy, Government thought they might go further and leave it to unaided private enterprise. Under this third policy a large number of schools have sprung up, so that, at present, the attitude of Government stands thus.

Dr. A. R. Menon.—Are there many such institutions, Sir?

Rao Sahib Mr. C. Matthai.—I am sorry both the Member who raised the cut motion and the other Member who wanted information are absent to-day. It is a great disappointment to me. The Member for Narakkal, when I said that the policy of Government about ten years ago was to start Government Secondary Schools where buildings were provided by the local public, wanted instances, and I have just noted a number of cases where Government did that, e. g., Vynthala, Mala, Adur, Peringottukara, Chalakkudi, Parappukkara, Manalur Lower Secondary School, and so on. These are or were Government Schools started because of the desire of the people to have Secondary Schools for which they were prepared to put up buildings. Their duty was merely to provide buildings, and then Government stepped in and made them Sirkar Schools, like Vynthala, Mala and Adur, which were handed over to private agencies since then. The second stage in the policy was to give aid to private agencies. I can quote a large number of that kind like the L. S. School at Kattur, the Vivekodayam High School and Girls' School at Trichur and St. Joseph's Girls' School, Trichur. Then there is the school mentioned by the Member for Trippunittura yesterday, the one at Kumbalanghi, which is an unaided school. Such are Edaccochi, Kumbalam, Cheranellur, Gothuruthi. These are unaided. All these are private schools started in recent years. To this 3rd class belong schools like the High School at Pallivirutti, the Girls' High School at Chathiath, the Lower Secondary School, Kunnamkulam, and the School at Velur to which reference was made by

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the Member for Cheruvirutti. There is another at Parappur about which the Member for Mulakunnathukavu spoke. There is a large number of schools of this kind which do not receive any aid from Government. They are entirely private institutions only recognised by the Department. The present policy of Government is as far as possible to avoid multiplication of Secondary Schools. So my contention is merely that care must be taken to maintain the standard of secondary education, and if Government lays down a policy, it should be adhered to. The Member for Trichur, for instance, dwelt on some of the undesirable results of giving promiscuous recognition to schools. We have to see that neighbouring schools do not injure each other. Otherwise we shall be introducing an element of demoralisation into education. There is a certain amount of competition, which you might consider to be healthy. The Member for Trippunittura concentrated his attention on a particular institution, the Karanchira School. It is in Kattur which is really a small village, and the question is whether that small village of Kattur has scope for two Secondary Boys' Schools. The Member for Trippunittura told us yesterday that the distance was 19 furlongs. I have a better authority here on my left-hand side who says that it is not a yard more than 16 furlongs, so that the distance is exactly two miles. The question is, in a village of that kind, can you have two Secondary Schools which are only two miles apart from each other. I can understand Members of this House when interested parties pester them, and I can understand the sympathy that is evoked. I may assure this House that in almost all these cases the first information we get about new schools is from the existing schools. In the case of this Karanchira School I had petitions from the Kattur School that there was a contemplated move to open Form I and that it would be prejudicial to their own institution.

President.—Have we to take only institutions into consideration?

Rao Sahib Mr. C. Matthai.—In dealing with the general policy they will have to be taken into consideration. It is no doubt true that there have been complaints from Managers whose schools were refused recognition. But what I want to make clear is, if we had granted recognition to these schools, the volume of complaint would have been more. Only it would have come from the other side. The Managers of the old schools would come and say 'we trusted you and invested large sums in buildings and have entertained teachers; now by the side of our school without consulting us you allow a rival school to be started'. The people of Kattur School recently built a building costing about 15 thousand rupees.

President.—18 thousand rupees.

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Rao Sahib Mr. C. Matthai.—Yes. The Diwan and myself attended the opening ceremony. Much was said here about Government not announcing their policy, and I was asked to quote the date of the Government announcement of the policy. I said it was very difficult to quote dates in such things. Announcements have been made in the course of administration, and in this particular case at the opening ceremony in Kattur the Diwan himself defined the policy of Government as regards secondary and elementary education, and you may imagine my surprise when, after this announcement was made, I got an application for a new Secondary School for boys at Karanchira. So the Department has a very serious responsibility when dealing with applications of this kind. The important thing is not whether it is going to be a grievance to a particular individual or whether there are going to be complaints from people. What we have got to consider in the interests of secondary education is that the standard of our education is maintained and at the same time the requirements of localities are adequately met. Now, in very many of these cases, there is a flagrant violation of rules. There is a standing rule in the *Education Code*. "No class or form shall be opened in a recognised institution without the previous sanction of the Director." Now, 90 per cent of these schools open classes first and afterwards ask for recognition and grant. Can this House tolerate such flagrant violation of the rules laid down for the discipline of this Department? This rule is laid down not to satisfy me nor was it framed by me. It was framed by the Government for the guidance of the Department. If a new school is going to be started, the Department must have sufficient notice to make inquiries as regards the necessity for a school, the resources of the management, and so on. Instead of giving us chances for an inquiry of that kind, surprises are sprung upon us. When the educational year commences, I receive a large number of applications from schools already started asking for recognition and grant at the hands of Government. If it is necessary to maintain the efficiency of the schools and the discipline of the Department, such things cannot be tolerated. Apart from the general question of policy there is the question of the flagrant violation of definite rules laid down by Government. This aspect of the question has also to be considered before we arrive at our own conclusions.

മിസ്റ്റർ ഐ. ഇ. അന്ത്രൂസ്.—സർ, ഞാൻ ഈ പ്രമേയത്തെ ബലമായി പിന്താങ്ങുന്നു. Education മെമ്പർ ആദ്യമായി എഡ്യൂക്കേഷനെ ബ്രാഹ്മണസമുദായത്തിന്റെ ഉപമയാണ് കൊണ്ടുവന്നിട്ടുള്ളത്.

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റാവുസാഹിബ്ബ് മിസ്റ്റർ സി. മത്തായി.—സപ്പ്വാണി.

മിസ്റ്റർ സി. എ. കുഞ്ഞുണ്ണി രാജാ.—ബ്രാഹ്മണസഭ കഴിഞ്ഞു സപ്പ്വാണി.

മിസ്റ്റർ ഐ. ഇ. അമ്പൂക്കൻ.—ഈ ഉപമ തന്നെ ശരിയല്ലെന്നാണെന്റെ താഴ്മയായ അഭിപ്രായം. ഇപ്പോൾ പലമാറ്റങ്ങളും വന്നുകൊണ്ടിരിക്കുന്ന കാലമാണ്ഇതു്. ഞാൻകഴിഞ്ഞ എട്ടു പത്തുകൊല്ലമായിട്ടു ഈവിഷയത്തിൽ പെരുമാറിക്കൊണ്ടിരിക്കുന്നവനാണ്. നാലഞ്ചു കൊല്ലം മുമ്പുവരെ വിദ്യാഭ്യാസത്തിന്നു യാതൊരു ബുദ്ധിമുട്ടുമുണ്ടായിരുന്നില്ല. ഇപ്പോൾ അതിന്നു എത്ര ബുദ്ധിമുട്ടാണെന്നു കണക്കില്ല. ഒരു സ്കൂൾ തന്നെ അനുവദിച്ചു കിട്ടുവാൻ വളരെ ബുദ്ധിമുട്ടാണ്. പിന്നെയല്ലെ നടത്തിക്കൊണ്ടുപോകുവാൻ ഒരു ക്ലാസ്സിൽ നൂറു കുട്ടികൾ വേണമെന്നാണ് നിയമം. നിർഭാഗ്യവശാൽ ഒന്നു മാത്രമെ ഉള്ളുവെങ്കിൽ recognition എടുത്തുകളയുന്നതാണ് മഹാ കഷ്ടം.

Rao Sahib Mr. C. Matthai.—That is an incorrect statement, Sir.

മിസ്റ്റർ ഐ. ഇ. അമ്പൂക്കൻ.—പകുതി ഗ്രാണ്ട് എന്നാണ് നിയമം.

റാവുസാഹിബ്ബ് മിസ്റ്റർ സി. മത്തായി.—പകുതി ഗ്രാണ്ട് എന്നുപറഞ്ഞാൽ recognition അല്ല.

മിസ്റ്റർ ഐ. ഇ. അമ്പൂക്കൻ.—പോരാത്ത കുട്ടിയെ എങ്ങിനെ ഉണ്ടാക്കും?

Rao Sahib Mr. C. Matthai.—There is a provision for exemption in all these cases.

മിസ്റ്റർ ഐ. ഇ. അമ്പൂക്കൻ.—നിങ്ങടെ നിയമം കഠിനമായിട്ടാണു ഉപയോഗിക്കുന്നതു്. പുതിയ സ്കൂളുകൾ തുടങ്ങുന്ന കാര്യത്തിൽ ഏതാനും തുടങ്ങിപ്പോയി. മറുള്ളവക്കു തുടങ്ങിക്കുട എന്നു കരാറൊന്നുമില്ല. ആദ്യം വേണ്ടവരൊക്കെഅവിടവിടെ സ്കൂളുകൾ തുടങ്ങി. ഇതിനെ സംബന്ധിച്ചു മുൻകൂട്ടി യാതൊരു കരാറും ഇല്ല. അധികൃതന്മാരും ഗവമ്മെണ്ടും തമ്മിലാകട്ടെ ജനങ്ങളും ഗവമ്മെണ്ടും തമ്മിലാകട്ടെ അങ്ങിനെ ഒരു കരാറും ഇല്ല. വിദ്യാഭ്യാസത്തിനുള്ള ആസക്തി ഇങ്ങിനെ വർദ്ധിച്ചിരിക്കുന്നതിനു് ഗവമ്മെണ്ടുതന്നെയാണുകാരണം. ഇങ്ങിനെ ആസക്തി ഉണ്ടാക്കിത്തീർത്തു ഫലം അനുഭവിക്കേണ്ട ഘട്ടം വരുമ്പോൾ ഒന്നും ഇല്ല. ഇതു് ഉറങ്ങിക്കിടക്കുന്നവനെ വിളിച്ചു് അത്താഴമില്ലെന്നു പറയുന്നതുപോലെയാണ്. വിദ്യാഭ്യാസം വേണ്ടിടത്തോളമായി. ഇനി ആവശ്യമില്ല എന്നുപറവാൻ ഞാൻ തയാറില്ല. സ്കൂളുകൾ ആവശ്യം പോലെ വർദ്ധിച്ചു വരാതിരിക്കയില്ല. അടുത്തു സ്കൂളില്ലാത്തതുകൊണ്ടു ഫോറം വയസ്സായ ഒരു കുട്ടി രണ്ടുപ്രാവശ്യം ദിവസവും രണ്ടാമൂന്നാ മയിൽസു് നടക്കേണമെന്നു വരുത്തിക്കൂട്ടുന്നതു് എത്രക

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ിനമായിട്ടുള്ള നയമാണ്" ഈ നയം ഗവമ്മെണ്ടു ധനസ്ഥിതി യെ ബാധിക്കുന്നുണ്ടെങ്കിൽ ചില നിശ്ചയങ്ങൾ ഉണ്ടായിരിക്കേണ്ടതാവശ്യവുമാണ്".

മിസ്റ്റർ സി. എ. കുഞ്ഞുണ്ണി രാജാ.—അങ്ങിനെ സ്കൂളുകൾ recognise ചെയ്യാൽ അടുത്തുള്ള സ്കൂളിനുള്ള ഗ്രാണ്ട് അധികം ചിലവാവില്ല?

മിസ്റ്റർ ഐ. ഇ. അമ്മൂക്കൻ.—ഞാൻ അതിനു സമാധാനം പിന്നെ പറയാം. ഈ സ്കൂൾ ഗ്രാണ്ടു ആവശ്യപ്പെടുന്നുണ്ടെങ്കിൽ പണമില്ലെന്നു പറഞ്ഞുനില്ക്കാം. എന്നാൽ അനുവാദം മാത്രം മതി യെന്നു പറയുമ്പോൾ തരില്ലാ. ബുദ്ധിമുട്ടിക്കൊള്ളണമെന്നു പറയുന്നതു തീരെന്യായമല്ലാ. ഇതു ഇപ്പോഴുള്ള സ്കൂളിനെ ബാധിക്കും, ഗവമ്മെണ്ടിനു ചിലവ് അധികമാകും എന്നെല്ലാം ജന്മിമെമ്പർ പറയുന്നതു അത്ര ശരിയല്ല. ക്ലാസ്സിൽ നൂറു കുട്ടികൾ വേണമെന്നുള്ള നിശ്ചയമുള്ളകാലത്തോളം ഗവമ്മെണ്ടിനു യാതൊരു നഷ്ടവും വരുന്നതല്ല.

റാവു സാഹീബു മിസ്റ്റർ സി. മത്തായി.—അതു അനീതിയാണെന്നല്ലെ പറഞ്ഞതു".

മിസ്റ്റർ ഐ. ഇ. അമ്മൂക്കൻ.—നൂറു കുട്ടികൾ വേണം അനുവാദവുമില്ല എന്നുപറയുന്നതാണു അനീതി. നൂറു കുട്ടികളുള്ളപ്പോൾ നിശ്ചയമായും recognition കൊടുക്കണം.

റാവു സാഹബ്ബ് മിസ്റ്റർ സി. മത്തായി.—ഉള്ള സ്കൂളിനെ നശിപ്പിച്ചിട്ടോ?

മിസ്റ്റർ ഐ. ഇ. അമ്മൂക്കൻ.— നശിപ്പിക്കേണ്ട. ഇന്നു സ്കൂളിനു കൊടുക്കുന്നതു നൂറ്റി ഇരുന്നൂറിനുതരണമെന്നു പറയുന്നില്ല.

പ്രസിഡേണ്ടു.—അപ്പോൾ ഗ്രാണ്ട് കിട്ടുന്ന സ്കൂളിനു ഗ്രാണ്ട് കിട്ടാതാവില്ലെ?

മിസ്റ്റർ ഐ. ഇ. അമ്മൂക്കൻ.— കുട്ടികൾക്കൊ അതൊ സ്കൂളിനൊ ഗ്രാണ്ടു?

പ്രസിഡേണ്ടു.—രണ്ടിനും.

മിസ്റ്റർ ഐ. ഇ. അമ്മൂക്കൻ.—കുട്ടികളുള്ള സ്കൂളുകൾക്കു ഗ്രാണ്ട് കൊടുക്കേണ്ടതല്ലെ?

പ്രസിഡേണ്ടു.—മുമ്പുള്ള സംഗതികളെ അനുസരിച്ചു നടത്തിക്കൊണ്ടുവരികയല്ലെ?

മിസ്റ്റർ ഐ. ഇ. അമ്മൂക്കൻ.—അങ്ങിനെ ഒരു agreement ഒന്നുമില്ലല്ലൊ.

പ്രസിഡേണ്ടു.—അതില്ല,

മിസ്റ്റർ ഐ. ഇ. അമ്മൂക്കൻ.—അതില്ലാത്ത സന്ദർഭങ്ങളിൽ എന്തിനാ കടുംപിടിക്കുന്നു. സ്കൂൾ നടത്തുന്നതിനു വേണ്ടുമ്പോലെ മുട്ടാക്കെ ഞങ്ങൾ ഏറുകൊള്ളാം, അനുവാദം മാത്രംമതിയെ

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ന്നാണ പറയുന്നത്, ഉയന്തരം വിദ്യാഭ്യാസം ഗവമ്മെണ്ടു മുമതലയിൽ നിന്നുവിടത്തി ജനങ്ങളുടെ മുമതലയിലാക്കണം, താഴ്ന്ന വിദ്യാഭ്യാസം ഗവമ്മെണ്ടു മുമതലയിലിരിക്കുന്നതു നല്ലതുതന്നെ. ഞങ്ങൾ ചോദിക്കുന്നതു കള്ളുഷാപ്പു പോലെ ഒരു ചീത്തസംഗതിയുമല്ല. വിദ്യാഭ്യാസമാണ്. ഗവമ്മെണ്ടിൽനിന്നു ഉയന്ന വിദ്യാഭ്യാസത്തിന്റെ മുമതലവിടത്തി വരുന്നുണ്ടോ?

റാവുസാഹിബ് മിസ്റ്റർ സി. മത്തായി.—ചിലതുമുണ്ട്.

മിസ്റ്റർ ഐ. ഇ. അമ്മൂക്കൻ,—ഏതു?

റാവുസാഹിബ് മിസ്റ്റർ സി. മത്തായി.—വയ്ന്തല, മാള മുതലായവ.

മിസ്റ്റർ ഐ. ഇ. അമ്മൂക്കൻ—അതു ഹൈസ്കൂളാണൊ?

റാവുസാഹിബ് മിസ്റ്റർ സി. മത്തായി.—ലോവർസെക്കണ്ടറിയാണു.

മിസ്റ്റർ ഐ. ഇ. അമ്മൂക്കൻ.—കൊളേജു ആനപ്പാറക്കു മാറ്റിയാൽ ട്രിവിവേന്ദ്രർ സെന്റ് തോമാസു കോളേജിനു ദൊഷമില്ലെ? ആലുവായ്ക്കോളേജിനു ഗ്രണവുമില്ലെ? ഇതിൽ ഏതു കാരണംകൊണ്ടാണ് മാറുവാനുദ്ദേശിക്കുന്നതു?

പ്രസിഡെണ്ടു.—രണ്ടുകൊണ്ടുമല്ല.

മിസ്റ്റർ ഐ. ഇ. അമ്മൂക്കൻ.—അതെനിക്കറിയാം, ഇതു നയത്തിനു വിരോധമായി ഏതാനും ചിലക്കു അനുവാദം കൊടുത്തിട്ടില്ലെ? ഇതെല്ലാം നാട്ടിൽ അസമാധാനവും വലിയ മനോവേദനയും ഉണ്ടാക്കുന്നുണ്ടു.

Mr. C. A. Kunjunni Raja.—This is introducing the thin end of the wedge.

മിസ്റ്റർ ഐ. ഇ. അമ്മൂക്കൻ.—അല്ലെന്നു ഞങ്ങൾ കരുതരാം വേണമെങ്കിൽ ഇരട്ടതരാം.

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—കരുതി ഗവമ്മെണ്ടിനു വാങ്ങുവാൻ പാടില്ലല്ലൊ.

മിസ്റ്റർ ഐ. ഇ. അമ്മൂക്കൻ.—കാട്ടർ വില്ലേജിൽ ഒന്നിലധികം സ്കൂളുകൾ വേണമെന്നേ പറയുന്നുള്ളു. ഒന്നിലധികം സ്കൂളുകൾ ഉള്ള എത്രവില്ലേജുകൾ ഉണ്ടു? ചിന്നെ ക്ലാസ്സുതുടങ്ങുന്നതിനു മുൻ അതു ഗ്രാന്റിനാണെന്നാണ് ഞാൻ വിചാരിക്കുന്നതു.

റാവു സാഹിബ് മിസ്റ്റർ സി. മത്തായി.—അതു recognition നു ആണ്.

മിസ്റ്റർ ഐ. ഇ. അമ്മൂക്കൻ.—ആയിക്കൊട്ടെ. ക്ലാസ്സുതുടങ്ങിയ ഉടനെ നിർത്തലാക്കണമെന്നു കല്പനയിട്ടിട്ടുണ്ടൊ?

റാവു സാഹിബ് മിസ്റ്റർ സി മത്തായി.—ഉവ്വ്.

മിസ്റ്റർ ഐ. ഇ. അമ്മൂക്കൻ.—ഏതു രൂപം അനുസരിച്ചു?

റാവു സാഹിബ് മിസ്റ്റർ സി. മത്തായി.—രൂപം ഇതു തന്നെ.

മിസ്റ്റർ ഐ. ഇ. അമ്മൂക്കൻ—അതിൽ ഇങ്ങിനെ തടയണമെന്നു പറഞ്ഞിട്ടില്ല.

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റാവു സാഹിബ് മിസ്റ്റർ സി. മത്തായി.—No class or form should be opened എന്നാൽ പിന്നെ എന്താണു്?

മിസ്റ്റർ ഐ. ഇ. അമ്പൂക്കൻ.—അവർ കേട്ടു നടന്നില്ലെങ്കിൽ വല്ല പോലിസ്സിനെയും മറ്റും അയക്കേണ്ടിവരും. അതു കൊണ്ടു് ഇതു ഒരു general policy യുടെ നിലയിൽ തീരെ തെറ്റാണു്. അനാവശ്യമായി ചോദിക്കുന്നതിനു കൊടുക്കേണ്ട.

പ്രസിഡെണ്ടു്.—നിങ്ങൾ പറയുന്നതു ആവശ്യപ്പെടുന്നവർക്കൊക്കെ recognition കൊടുക്കണം എന്നാണൊ?

മിസ്റ്റർ ഐ. ഇ. അമ്പൂക്കൻ.—ചിലവ്യവസ്ഥകളെ അനുസരിച്ചു കൊടുക്കണം.

മിസ്റ്റർ സി. എ. കുഞ്ഞുണ്ണിരാജാ.—എന്തെല്ലാം വ്യവസ്ഥകളാണു?

മിസ്റ്റർ ഐ. ഇ. അമ്പൂക്കൻ.—കേട്ടാൽ പേടിയാകും അതെയുണ്ടിവിടെ.

മിസ്റ്റർ കെ. ടി. മാത്യു.—ഈ നയത്തിനു വിരോധമായി എതു സ്കൂളുകൾക്കു് ഉത്തരവു കൊടുത്തിട്ടുണ്ടു്?

മിസ്റ്റർ ഐ. ഇ. അമ്പൂക്കൻ.—മൂന്നു കൊല്ലമായി നടന്നുതുടങ്ങിയിട്ടു്. എന്റെ കോൺസ്റ്റിറ്റ്യുവൻസിയിൽ ഒരു സ്കൂളിനു ഈയുത്തരവു കിട്ടി. അവർ കൂട്ടാക്കിയില്ല. ഒടുവിൽ recognion കൊടുത്തു.

President.—Is it Velur School?

Mr. I. E. Ambooken.—Yes.

Dr. A. G. Menon.—Did any application come or is there any special reason for giving that school recognition?

Rao Sahib Mr. C. Matthai.—Government thought it necessary,

മിസ്റ്റർ ഐ. ഇ. അമ്പൂക്കൻ.—ശരിയെന്നു തോന്നും. പക്ഷെ ഇതൊരു നിയമമാക്കി വെയ്ക്കരുതു്. ഗ്രാന്റു് ചോദിച്ചാൽ കൊടുക്കണമെന്നു പറയുന്നില്ല. എന്നാൽ recognition കൊടുക്കുന്നതിൽ ഒരു പൈചിലവുമില്ല അതിൽ മക്കടമുഷ്ടി പിടിക്കുന്നതിൽ തീരെ അർത്ഥമില്ല. ചിലവു കുറക്കുവാനുദ്ദേശമുണ്ടെങ്കിൽ എന്താണെന്നറിഞ്ഞാൽ കൊള്ളാം.

പ്രസിഡെണ്ടു്.—അതുണ്ടെന്നു തോന്നുന്നില്ല.

മിസ്റ്റർ ഐ. ഇ. അമ്പൂക്കൻ.—ചിലവു കുറക്കുവാൻ half-time system മുതലായതെല്ലാം ഉണ്ടാക്കിതീർത്തിട്ടുണ്ടല്ലൊ. ഈ നയം തുടർന്നാൽ വലിയ അസമത്വംവരും സർവ്വെനടത്തിയാണൊ സ്കൂളുകൾ ആദ്യംതുടങ്ങിയതു്? അതൊന്നുമല്ല. ഒരു വില്ലേജിൽ ര-ം ക്ലാ-ം സ്കൂളുകളുണ്ടാകാം. വേറൊരു വില്ലേജുകാർ, സ്കൂളില്ലായ്മയും കാണാം. ഇങ്ങിനെയായാൽ ചിലർക്കു വിദ്യാഭ്യാസം തീരെ ഇല്ലാതെ വരും, അതുകൊണ്ടു ഇതുടനെ പിൻവലിക്കണം.

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അല്ലെങ്കിൽ ഗവർമ്മെണ്ടിനെപ്പറ്റി അവിശ്വാസവും ലഹളയും ഉണ്ടാകും. സ്കൂളുകൾ തമ്മിലും തമ്മിത്തല്ലിനിടയാകും. അതുകൊണ്ടും ഗവർമ്മെണ്ടു ഭാണ്ഡാഗാരത്തെ സ്പർശിക്കാതെയും ഇരിക്കത്തക്കവിലയിൽ വ്യവസ്ഥ ചെയ്യുകയാണവേണ്ടതു് ആവശ്യപ്പെടുന്നവർക്കു അതുകൊണ്ടു recognition ഉടനെ കൊടുക്കണമെന്നു ബലമായി പറഞ്ഞുകൊള്ളുന്നു.

Mr. C. A. Kunjunni Raja.—The Member for Trippunittura proposes to divide the Council on the distinct question whether recognition should be given to the Karanchira School.

Mr. Thomas Manjuran.—No. That was one of the things.

Whether the Government's policy of blindly refusing recognition when mere recognition is asked for is correct, that is my stand.

Mr. C. A. Kunjunni Raja.—Very good. I regret very much that I am not aware of the local conditions to say much about this particular school. The Member for Kattur, who would have been able to throw some light on that subject, is unfortunately absent from his seat. May I expect to have some light from the Finance Member of the Government, who, I am aware, fully knows the local conditions?

Mr. K. Krishna Pisharodi.—I go only once a year.

Mr. C. A. Kunjunni Raja.—You hail from that locality and we shall be delighted to hear whatever you know. Coming to the general policy, I must oppose the principle that, whenever there is any application for recognition, it should be granted. The best policy for the Government will be to look to the needs of the various localities, and if there is a real necessity, give grants or even start a school at the Government expense and at the same time reduce the number of schools which are too many innumber. The impression is gaining ground in the country that we have too many schools in the State. The Special Finance Committee also shares this view, and they have recommended that an educational survey of the State should be conducted. It is stated "we do not want any grant from you. Simply give us recognition. We meet the expenditure. How are you affected by giving us recognition?" That is the question that was asked by the Member for Adoor. My submission is, it is only introducing the thin end of the wedge. The next request will be "Give us grant. We have been here for so many years and why not we also be given a share?" Grant of recognition will affect the Government's finances to some extent. Suppose in a school there is the maximum number of boys in a class; by opening a school in the neighbouring locality this number will surely be affected to some extent and the Government will have to con-

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tribute something towards the grant of the old school brought about by the reduction of the strength of the class where the Government may now be passing nilgrant bill. That is how the Government will be affected financially in this matter of recognition. It is for these reasons I oppose this resolution.

Mr. C. J. Mathew.—Sir, the Member for Education, with all my respect to him, his age and experience, I must frankly confess, was not right in making a statement to the effect that certain Members come and represent matters here being pestered by interested parties. Well, that statement ill sits in his mouth, and I may even say it comes with very bad grace.

Rao Sahib Mr. C. Matthai.—I did not say that. We are likely to be pestered.

Mr. Thomas Manjuran.—We are here representing probably constituencies likely to be pestered by them.

Mr. C. J. Mathew.—The Director did say so. I am very sorry he denies it.

Again, Sir, another discovery made by the Education Member is that the distance between the two schools is three furlongs less than what was stated here yesterday. Well, it appears the Chief Engineer made out this discovery for him. Thanks to the Chief Engineer! But may I ask you, Sir, granting the distance is only 16 furlongs and not 19 furlongs, whether it is charitable, whether it is humanitarian to ask a little urchin of 10 or 12 to go walking to a school two miles away during the hot day? For the noon-day meal the boy will have to walk 4 miles to get home and return and that in one hour. Is this charitable? That is the point of view from which we should look at this question of granting recognition to new schools. The material thing here is, we must always look into the convenience and *convenience alone* of our little boys.

President.—But they can carry tiffin with them to the school.

Mr. Thomas Manjuran.—And they do carry.

Rao Sahib Mr. C. Matthai.—The point here is whether it is not possible to provide these students with tiffin. It is only cheaper for a new agency to make it convenient to provide food for these children in the old school than to start a new one.

Mr. T. M. Krishna Menon.—This is only a sort of exercise to the boys. While we were boys, we used to walk three or four miles.

Mr. C. J. Mathew.—The Director, thank God, does not suggest the opening of a boarding house also by the new agency. Why not? This is no argument, Sir.

Then another thing brought before the House is about the mistake in recognising too many schools. Sir, if our school-

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going population is on the increase, is it not most natural that *more schools* also should come into existence? Why should that be made a reason to refuse recognition without aid? I cannot really understand the logic of it. Sir, the Member for Education was saying that in the case of elementary education, they never refuse recognition to any schools. They allow schools to come up irrespective of distance. He said that it is the *sarvani* after the Brahmin *sadya*. Why not you include secondary education also within the scope of your *sarvani*? Is it your case that the time has come to discourage secondary education within the State?

Rao Sahib Mr. C. Matthai.—These are mis-statements, Sir.

Mr. C. J. Mathew.—You said primary education is looked upon as the *sarvani* after the Brahmin *sadya*. Did you not? Why should you feel shy of the term "*sarvani*?" It is your own reference.

President.—Are you taking the credit for that?

Rao Sahib Mr. C. Matthai.—Sir, the illustration came from the Hon'ble Member for Nellayi.

Mr. C. J. Mathew.—And you borrowed it with credit from him? What is the reason for adopting a different policy so far as elementary education is concerned?

Rao Sahib Mr. C. Matthai.—I would say our point of view is to see that every locality is provided with, that every house has, a school within a reasonable distance, so far as elementary education is concerned.

Mr. C. J. Mathew.—My point is that it has not become time for us even to indirectly discourage secondary education among our boys and girls. It can, therefore, under no circumstances, be said that the policy of the Director in refusing recognition to schools, who only ask for mere recognition and nothing else, is right. Sir, we always grumble that the financial commitment on education is increasing every year. Now, if new schools come up, without asking for aid or grant from Government, why should we not encourage this move on the part of the public? It cannot be said that, by the coming into existence of one new school, another old school must vanish. Public men, who come forward to start new schools without aid or grant, must always be encouraged. The Government are never justified in refusing recognition. It is for the education of our children that the new schools are started, and if you believe in the spread of education as a good feature for our country, it is certainly most unjustifiable on the part of the State to discourage education by not giving them mere recognition. The question of a grant-in-aid school flourishing

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somewhere and the possibility of its getting affected shall never be made a defence for not allowing new schools to be started and recognition given them by Government. It is not a complaint of the Karanchira public alone, but it is the cause for widespread agitation throughout the State. The management wished to get recognition to make the Lower Secondary School for girls at Chalakkudi into a High School. The Director got furious and most unreasonably refused recognition. Is this just? Is this proper? Seeing that the question of grant is entirely out of the question, when the public come forward and say, "well, we are going to have an institution for our children in our locality; we don't want to send our girls to Irinjalakkuda or Trichur, far away from home, and we don't want your grant, but only give us recognition," what right have you to deny them recognition? Recognition is thus refused in very many deserving cases. Now, may I ask whether he has made thorough investigation of the particular localities where schools ought to exist within the State? Has he made any educational survey of the State before he started recognising schools whenever certain bodies asked for schools? As it is, the principle that should guide him is, not whether any existing school would be injured, but the question is whether there is a real local necessity. If a new school is intended purely to injure an existing school, that is to say, if there is that bad motive in the organisers to deliberately prejudice another school, and if the Director is genuinely of that opinion, then, I say, in that case, the new school should not be given recognition. But wherever he is satisfied that there is a real local necessity, I don't see why the existence of a school two or three miles away should be brought forward as a reason to refuse recognition. So, I request the Government to change their policy. Let them not be guided by the principle that there are too many schools and that the strength of an existing school may get affected by recognising another school. Where public men have come forward with a charitable mind to start and organise new schools on their own initiative and on their own expense, without asking the Government any aid whatsoever, do give them encouragement. I, therefore, say that the policy adopted by the State at present is wrong and must be mended.

Mr. P. Kumaran Ezhuthassan.—I shall also request the Government to change their policy in the matter of granting recognition to Secondary Schools. It is not the case of the Government that the country has got such a large number of Secondary Schools as to cry halt. The only consideration which should prevail with Government in the matter of granting recognition to Secondary Schools is, in the first place, whether there is a real necessity for a school of the sort for which recognition

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is asked for; whether other conditions, viz., accommodation and also the financial stability of the institution that is to come into existence, are also guaranteed by the person asking for the grant of recognition. If these conditions are satisfied, I believe it should be the policy of the Government to grant recognition and not to refuse it. One specific instance that has come to my notice is this: there is in my constituency a place called Velur. There was in existence a Lower Secondary School run by Church authorities, and three or four years back another Lower Secondary School was started by the Hindu population of the locality. There were some difficulties in their initial stages to get recognition from the Department.

Rao Sahib Mr. C. Matthai.—There was not.

Mr. P. Kumaran Ezhuthassan.—What is stated is that in the early days there was a lot of difficulties to get recognition for the Hindu school for reasons not very desirable to mention here. Anyhow recognition has been at last granted to that school and the Manager of the Hindu Lower Secondary School applied in the early days of 1102 for giving him sanction for raising that school to a Higher Secondary School (High School), to open the Fourth Form to begin with. That prayer of his was made as a result of the requests made by the inhabitants of the neighbourhood for opening such a school. The distance of the existing High Schools in the vicinity of the locality, in one case, is 7 miles to the High School situated at Wadakkancheri, one situated at Kunnamkulam is more than 8 miles and the other situated at Trichur is 12 miles. These are the only High Schools in the neighbourhood. Under these conditions, at the request of the people of the locality, a petition was put in by the Manager of the Hindu Lower Secondary School to the Director of Education. There is no failure in this case of compliance with the wholesome rule that a class should not be opened before sanction has been obtained. It was in consonance with that rule that the application was made to the Director to grant sanction for the opening of the Fourth Form. The Hon'ble Member for Education has just stated that, when such applications are received, the first enquiry is to the school in the neighbourhood, whether that school will be affected. I submit that this is a policy which has not to be pursued any further.

President.—What is said is about the starting of new schools. That is brought to the notice of the authorities by the existing school. He comes to know of the proposal only from the authorities of the existing school.

Rao Sahib Mr. C. Matthai.—That is not the statement.

Mr. P. Kumaran Ezhuthassan.—It is from the school in the neighbourhood that first information is obtained. My

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submission is that, on the petition made by the Manager of the Velur Hindu School, the Department, as far as I know, without making any enquiry into the matter, refused the prayer on the ground that there is no necessity for opening a High School in Velur.

Rao Sahib Mr. C. Matthai.—There were two enquiries made by the Senior Inspector of Schools.

Mr. P. Kumaran Ezhuthassan.—I am speaking of the petition by the Manager made in 1102, and I know, as a matter of fact, that the Senior Inspector had not been there to enquire into that petition. It was in the early days of Edavam this year that he went. Sufficiently early in 1104, the petition was renewed at the persistent request of the people of the locality made to the Manager. That also was answered in the negative.

Rao Sahib Mr. C. Matthai.—Did the Senior Inspector go there?

Mr. P. Kumaran Ezhuthassan.—On the first petition, it was not on the Senior Inspector's report that orders were passed. It was on the second petition of the Manager presented in 1104 that the Senior Inspector was asked to make a report, and curiously enough, after the opening of the school for the educational year and after the schools had actually begun work, the Senior Inspector goes there on a particular day without giving any information of the matter to the Manager. He goes to the school and submits a report that there is no accommodation and there is no guarantee as to the financial stability of the school. Taking his stand on such report, the Director gives a reply to the Manager that on these grounds the prayer cannot be granted. I believe I am only making a correct statement of the facts. It is curious to note that the Inspector made a report to this effect without asking the management whether the management is in a position to put up the necessary buildings and also to ensure the financial stability of the school. It is still more curious that the Director has passed orders taking his stand upon such a report, which report, as I have pointed out, is not the proper report to make and which, I urge, is certainly not the course which should be pursued in future. There is ample reason to reconsider the petition made to the Director of Public Instruction, and my prayer is that, if these conditions will be satisfied by the management, the recognition for the opening of the High School may at least be granted by the Government from the next educational year, without taking any other thing into consideration. I submit it is high time that the present policy is changed.

Dr. A. G. Menon.—I propose that the question may be put to votes.

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Mr. A. B. Salem.—I second it.

President.—But the mover has got the right of reply.

Mr. K. T. Mathew.—May I know whether the Government has any objection, if the Managers of the school exclusively undertake the management of the old school as well as the new, to take the recognition of the old school?

Rao Sahib Mr. C. Matthai.—If the Managers of the new school give an undertaking that they would run both the schools, then the Government has got no objection.

Mr. A. B. Salem.—One school is adversely affected. The owner of the old school says 'I shall manage both'.

Rao Sahib Mr. C. Matthai.—They must agree among themselves.

President.—The question before the House is whether the question may be put to the vote of the House or not.

Question put and agreed to.

Mr. Thomas Manjuran.—Now, there seems to be some misunderstanding about this motion. I am *not* for the general proposition that, wherever a school is started, it should be at once granted recognition, I am only for very liberal consideration of applications for recognition. The Director of Public Instruction has been for sometime refusing recognition in several cases, where, on appeal to the Government, recognition was allowed. That is what I call an arbitrary refusal. Now, there ought to be certain distinct matters rather than the whims of the Heads of Departments that should determine such matters. Suppose there are densely populated villages 6 or 7 miles long, will it be a proper thing for the Director to refuse the recognition of one school because there is another school at the other end of the village? It is that sort of policy of the Government, blindly refusing recognition to schools, that we object to. For instance, Karanchira. I am informed that the distance is really 19 furlongs. Now, they are praying for the opening of First Form. The Director of Public Instruction admitted that the average age of the I Form student is only 12. Even assuming that they are given the noon-day meal, what about their morning walk, especially during the monsoon? Now, the point is this. The Director of Public Instruction should not function as a man who wants to discountenance voluntary effort, but as a liberal father who has to help the children. People are not pressing for any baneful thing. They only want schools for the benefit of their children. Schools are intended for the benefit of the children and not for the benefit of the Managers. I can understand Government refusing permission or recognition, if it is for any bad thing. But I cannot understand Government refusing

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it on the ground that it affects the other man's purse. How does it affect the other man's purse? You are just putting the cart before the horse. This Karanchira School has got 350 students. That is a Primary School and some Member has been saying yesterday that it is the biggest Primary School.

Rao Sahib Mr. C. Matthai.—That is not the biggest.

Mr. Thomas Manjuran.—May I ask the Director of Public Instruction, is it the second biggest?

Rao Sahib Mr. C. Matthai.—We have Primary Schools of 500 or 550 students.

Mr. Thomas Manjuran.—But 350 is big enough. This is not a private man's school. It is being run by the Church. The authorities of the Church have funds enough to put up a few buildings. They have funds to run the school without Government aid. Now, what is the Government to lose? How did the Government get the power of saying "no?" Is education a Government monopoly? What are they doing in England? There, they do not affiliate the schools to the Government. Here, the Government is taking its place and organising the system. They have also Universities which are not Government institutions. As the Member for Adoor asked, "were these existing schools properly schemed, planned and engineered when they started," after a survey of the educational requirements of the State? I can understand the present policy if that were the case. Now, Sir, what is the distinction between education and other walks of life, on this matter? Suppose there is a big bazaar containing various shops going on. Suppose a man wants to open a new shop. Does the Government prevent him because of fear that the existing traders may lose business? What about vakils? There is overcrowding to be seen. Why does not the Government introduce and enforce a limit to enrolments? The Chief Court never does it. The Government should attempt to help all voluntary efforts, in matters which are in themselves good. Government will be justified in turning down applications for matters in themselves *bad*. But here what are we asking for? For schools. One would, from the attitude of the Government, think that we are asking for privilege of gambling. We are only asking for education. We are not asking for opium dens or cocaine saloons. The Director of Public Instruction would know, if only he was in a position to feel the necessities of children. Now, Sir, I recollect what Lord Bacon said about bachelors. I don't say anything about our estimable Director of Public Instruction. Lord Bacon said that the bachelor is a dangerous man for more reasons than one. I don't enumerate them. I say, with reference to our

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Director, that he cannot feel the necessities of a child. I know I can feel, Sir, but he cannot.

Mr. C. A. Kunjunni Raja.— He has been managing children.

Mr. Thomas Manjuran.—It is a well-known fact that a lawyer can never conduct his own case. It is so always, Sir. Then about the school at Karanchira. There are 30 students in that school in the 1st Form. The school at Kattoor is two miles away. They say, "Give us recognition. We don't want money." On what basis did the Director of Public Instruction say 'no'? The same thing was done by the same unsympathetic Director in connection with the Pazhangad School. An appeal was preferred to the Diwan, and the Diwan, along with the Director, visited the locality. Then your predecessor, Sir, said, 'Well, Mr. Matthai, there is no excuse for refusing recognition.' And that school is functioning even to-day. Pazhangad was the southern portion of Kumbalangi. Now, Sir, the Director should not make himself stiff and unsympathetic. I have nothing to say against our very estimable Director of Public Instruction personally. If he cannot see eye to eye with us in matters like these, we cannot blame him, because our angles of vision are different. He takes a 'detached' view; we take an 'attached' view. You and I can feel for the little children because we have children, but he can't, because he has not any. Now, Sir, I don't want to divide, if I can help; at any rate, I don't want to force this House into the troublesome task of dividing, if I can have an assurance from Government in this matter. I want an assurance that applications for mere recognition would in all cases be liberally considered. I say that the important point is that the schools are meant for *boys*, for *students, not for the Managers*. It is not the convenience of the Managers that we should look to. It is the need of the children which should be considered. Applications should not be discountenanced for the benefit of the Manager of a neighbouring school, which may be one, two or three miles away. Managers say, "Look here, my school will go to pieces if that other school is given recognition." Those Managers are like the women of easy virtue who say that if you look at them their virtue will go. If you countenance such selfish, special pleading, you will stifle the rise and spread of education. Yesterday, the Hon'ble Member for Education was making a statement. I was astonished at what he said. He was saying that, in Cochin, there was unemployment because of secondary education!! What is the conclusion? Stifle secondary education for fear of increasing unemployment. Did any of you ever hear of such an outlandish proposition!!

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I suppose we have to adopt the policy proposed by England to Germany of a naval holiday and take an 'education holiday.' Three or four times the Director said he had a surfeit of School Final and proposed they may be made policemen. So much the better. We shall be very much better off when we have an educated police. We are pleading for the coming generation of Cochin. We are only asking to widen your outlook rather than be partisans of rival school Managers. That is all we are asking. We are not asking that you should, in every case where a request comes, say 'yes.' In a village, suppose there is a school within a very short distance. It may be alright to refuse. But in a village where the distance to the school is 2, 3 or 4 miles, to say that you won't give recognition for a nearer school is, I submit, very cruel. "I have no interest," that is what the Director of Public Instruction stated. But when the Karanchira people told me about these affairs, I had a portion of my heart which would respond because I have children and I can feel for children. And I responded. They have not bribed me, they have not even pressed me. But, as a citizen of the State, as a man who ought to feel with the normal feelings of children, I felt, Sir, and I put this cut down. If the Government can give me an assurance that, without stifling education like this, their policy will, in future, be one of generous consideration of such requests for recognition, I am prepared to withdraw. Otherwise, I press the cut.

Mr. C. A. Kunjunni Raja.—On a point of information. Is an appeal pending before the Diwan in the matter ?

Rao Sahib Mr. C. Matthai.—The fact of the matter is, I have not passed orders on this myself.

Mr. Thomas Manjuran.—I am not blaming you, Sir.

President.—What is the point on which you want an assurance ?

Mr. Thomas Manjuran.—I want an assurance that, in all cases where voluntary schools are attempted to be started, the starters offering to run the school without grant, they wanting only recognition, the request must be considered liberally, especially with regard to the distance between the schools and with the primary object of catering to the convenience of the student population.

President.—In other words, the question as to whether the already existing aided schools will suffer or not by recognising newly started schools should not have any consideration.

Mr. Thomas Manjuran.—Not 'any consideration 'but 'not the primary cousideration'.

President.—But are we to give any consideration ?

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Mr. Thomas Manjuran.—You may give consideration but only second to the conveniences of the students who attend the new school.

President.—The thing is there already in the *Education Code* and moreover it would be very difficult to work out this rule, as it is difficult to ascertain which is primary and which is not.

Mr. Thomas Manjuran.—I shall give an instance, Sir. Suppose somebody from two or three miles beyond a school that exists applies for the First Form. Now that we know the average age of the students will be 12 years, I say, unless there is the strongest possible reason, which I cannot imagine, recognition should be granted, although there is only two or three miles but it must be shown that there is at least a reasonable number of students available in the new locality. The Department should not say "there is a school 4 miles away," etc.

President.—But is not this minimum of 30 arbitrary?

Dr. A. G. Menon.—That is only for the grant.

President.—Suppose it is 29 or 28.

Mr. Thomas Manjuran.—In the matter of recognition you don't mind because you don't pay any grant. These people only say, "allow us to have the ordinary right of a human being to teach our children".

President.—But you say the other also will form a relevant part.

Mr. Thomas Manjuran.—But secondary.

The Director might say, as somebody said, that somebody might want to kill the existing school. But I say "don't kill the boys by making them walk this long distance".

President.—Now the assurance that he wants is, where voluntary schools are offered to be started without requesting for any grant, such requests must be liberally considered with the primary object of catering to the convenience of the student population. The question whether the already existing aided schools close by will be affected should be only a secondary matter for consideration. That is the assurance that he wants.

Rao Sahib Mr. C. Matthai.—As I tried to explain yesterday, Sir, the Department was trying loyally to carry out the policy of the Government, and the policy of the Government has, in recent years, been shaped very much in accordance with the views expressed in this House. That is the main point. The Government was trying to carry out the views repeatedly given expression to in this House. As I pointed out, the Government was more liberal at one time and it was that policy that was instrumental in bringing into existence a large number of Secondary Schools, and then this House itself repeatedly gave expression to the view that we were perhaps too liberal in

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sanctioning schools for secondary education, and, therefore, the Government changed its attitude and thought it was time to limit the number of Secondary Schools. So that, what the Government would like to say is, if this House is decidedly of opinion that the policy of Government should be to bring more Secondary Schools into existence, then I think the Government would only be too pleased to carry out the wishes of this House. The position taken up by the Member for Vyttila yesterday, I think, was sound. He said, now that Government had laid down that elementary education should be spread as widely as possible-by elementary education we mean primary education—if it is intended that mass education should be up to the Lower Secondary instead of the Primary standard, let us decide so after mature deliberation.

Mr. Thomas Manjuran.—The question is whether you are prepared to consider the students' convenience or not. You say yes or no, that is all.

Rao Sahib Mr. C. Matthai.—I think that is not a reasonable question to ask the Government.

Mr. Thomas Manjuran.—Are you prepared to see to the students' convenience? There is no use beating about the bush.

Rao Sahib Mr. C. Matthai.—The Department is for promoting the good of children. But children do not happen to know what is good for them.

Mr. Thomas Manjuran.—Are you prepared in future to consider the students' convenience ?

Rao Sahib Mr. C. Matthai.—Government's primary consideration is to promote the good of the children of the State.

Mr. Thomas Manjuran.—I have heard witnesses answering like that. But why should a responsible Head of the Department answer like that ? Why can't you answer point blank ?

Rao Sahib Mr. C. Matthai.—Is not my answer point blank, Sir?

Mr. Thomas Manjuran.—It is not.

Rao Sahib Mr. C. Matthai.—The public are interested in the children of this State, as this House is, and we are trying to understand the wishes of the public and the wishes of this House. Well, if this House thinks that, by multiplying Secondary Schools the good of the children is going to be promoted, we shall be most happy to adopt it. If that is the desire of this House, that the convenience of children should be promoted by increasing Secondary Schools, we shall be most willing to adopt, accept and carry it out. We have been placing ourselves in an invidious position by trying to carry out the wishes expressed by this House and by the public. More than once I have had to con-

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plain that the other side of the House sometimes seems to speak with two voices; that has been a puzzle to us. Now, if it is enunciated in clear terms that this is the view of this House, the Government is prepared loyally to carry it out.

Mr. Thomas Manjuran.—That is to say, you want a vote of the House ?

Rao Sahib Mr. C. Matthai.—We do not want a vote of this House. The wishes of the House may be ascertained.

Mr. Thomas Manjuran.—The Government may kindly remain neutral and we may vote on that matter. I will convert the matter into a token cut of 1 rupee and put the same to the vote. The Government want to know the attitude of the non-official opinion and the Government may remain neutral and we may vote.

President.—The Government always opposes cut motions. So they cannot remain neutral.

Mr. Thomas Manjuran.—I will convert it into a token cut of 1 rupee.

President.—But the rule is to oppose unless the Government comes to a compromise.

Rao Sahib Mr. C. Matthai.—So shall we take it for granted that this is the attitude of the House regarding secondary education ?

Mr. Thomas Manjuran.—Then I withdraw. Originally it was a cut for Rs. 5,000. I have subsequently converted it into a cut of Rs. 50 and now I have submitted the proposition to the consideration of the Chair that, if the assurance is given by the Government on this point, I am prepared to withdraw.

Rao Sahib Mr. C. Matthai.—That I have said.

Mr. Thomas Manjuran.—He gives an assurance, and I withdraw.

President.—I have carefully considered this matter, and I don't know whether it will serve your purpose. I don't know how the interests of students are promoted by recognising such schools.

Mr. Thomas Manjuran.—That will do for me, Sir.

Mr. K. T. Mathew.—The Member has withdrawn and the only question we have to decide is whether the Member has the leave of the House to withdraw the motion.

President.—That I know.

Mr. K. T. Mathew.—We have already spent 2 hours and we have got a number of motions to get through.

President.—All right, I do not want to waste the time of the Council and I don't.

Can I take it that you have withdrawn ?

Mr. Thomas Manjuran.—Yes, Sir.

The motion was withdrawn with leave.

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Motion No. 6.

Mr. P. Kumaran Ezhuthassan.—*To reduce the allotment of Rs. 22,234 for Tutors and Demonstrators by Re. 1.*

President.—No. 6, Mr. Kumaran Ezhuthassan.

Mr. P. Kumaran Ezhuthassan.—Before I move this motion, may I ask, on a point of information, whether there is any College Tutor who has got lecturing work for 14 hours on a pay of Rs. 50 to 60?

Rao Sahib Mr. C. Matthai.—More than one of that nature.

Mr. P. Kumaran Ezhuthassan.—Any Tutor working in the College on a pay of Rs. 50 to 60 and doing lecturing work including B. A. classes for about 12 or 13 hours?

Rao Sahib Mr. C. Matthai.—Yes.

Dr. A. G. Menon.—What are the functions of the Tutors? Have they to lecture also?

Rao Sahib Mr. C. Matthai.—They do sometimes lecturing.

Mr. P. Kumaran Ezhuthassan.—Sir, I have tabled this motion to call the attention of the Government to the most ridiculous practice of having Tutors and Demonstrators on the staff of the College on very low salaries and also having an unduly large number of them. I find from the budget before me that there are Tutors, three on a pay of 80 to 100, 7 on 70—80, 2 on 60—70 and 2 on 50—60 and Demonstrators on 40—45 and 35—40. I also understand that there are in the staff of the College Assistant Professors' places not filled up, although the vacancy was there for the last 2 or 3 years. I understand also that these Tutors, most of them, do responsible lecturing work including the fourth class. Gentlemen doing lecturing work for about 12 or 13 hours and drawing such poor salaries is certainly a sight which is not very encouraging. I also understand that some of these Tutors have been drawing their maximum of Rs. 100 for the last 3 years without being promoted to the next higher grade of the Assistant Professorship, although that was vacant for the last two or three years. Unless it be that the Assistant Professorships are kept there vacant for some favourite man to be introduced there.—

Rao Sahib Mr. C. Matthai.—Is that expression parliamentary?

President.—Have you any foundation to make that statement?

Mr. P. Kumaran Ezhuthassan.—Yes. The fact that it has been kept vacant for the last 3 years although there were Tutors drawing the maximum in the Tutors' grade and doing

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responsible lecturing work leads me to think that the post is purposely kept vacant.

Rao Sahib Mr. C. Matthai.—Yes, purposely for want of proper qualified persons.

Mr. P. Kumaran Ezhuthassan.—It cannot be that there are no qualified hands. If you object, I will withdraw that statement "favourite man" and say "purposely kept vacant". That is a state of affairs which should not be allowed to continue. May I know if there is any reason for this Assistant Professor's place being kept vacant? Is it because of the fact that there is no necessity or there are no persons competent to fill that vacancy? No answer. I also understand that there are no Assistant Professors in two or three sections of the College. For History there is no Assistant Professor, for Zoology there is no Assistant Professor and I think there is no Assistant Professor in one of the branches of Mathematics. That is my information. I also understand that in other Colleges, for example, Trivandrum, Tutors are paid from 100—175 most of them doing correction work and not much lecturing work.

President.—The University Commission said that the Tutors ought not to be given any lecturing work at all.

Mr. P. Kumaran Ezhuthassan.—If that is to be the policy to be followed by the Government, why should the Tutors be asked to do lecturing work? Now you are asking them to do lecturing work, and you are not paying them decently. I know there are students in the College who spend much more than the amount of the pay that is drawn by that particular individual of whom I put the question just now. I know from my own personal experience there are students reading in the College who spend much more than this amount for their monthly expense. I do not justify the spending of so much money by students, but it is expected that the Professor, and the Tutor for the matter of that, is to be an ideal for the students to follow, and I think a sum of Rs. 50—60 is not enough to meet his bare necessities even though he happens to be a very frugal man. I should, therefore, request the Government to change this policy. Probably it may be stated that the Finance Committee has reported that the Tutors' pay must be increased. That may probably be the answer that would be given. But there is no necessity for waiting for the orders on the Finance Committee report for filling up Assistant Professors' places in the various departments. I would, therefore, urge this as the minimum that the Assistant Professors' places in the various departments may at least be filled up as early as possible by promoting deserving Tutors and also to raise the pay generally of the Tutors.

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Mr. A. B. Salem.—Sir, I wish to contribute a few words.

President.—You want the point to be discussed in the Council?

Mr. P. Kumaran Ezhuthassan.—I do not withdraw.

Mr. A. B. Salem.—Now, there are so many on the staff styled as S1, S2, S3 and so on.

President.—And U1, U2 and U3.

Mr. A. B. Salem.—I suppose that also exists. The difficulty is you have clubbed the Education Department into one solid unit and the College is treated as part of the entire system.

President.—It will be separated according to the Finance Committee's report.

Mr. A. B. Salem.—It has not come into existence. I want to point out that by clubbing these two together this difficulty arises. The senior man may be in the Chittur High School, and there may be a vacancy in the College. The senior man in the College may retire. But the next man in the College may not get the senior man's pay in the College because that will have to be given to the man at Chittur. I bring to the notice of the Government that it will be advisable to split these two so that the College may be treated as a separate unit in these matters. It is only for that purpose that I got up.

Mr. A. Eachara Menon.—Are the Tutors permanent?

Rao Sahib Mr. C. Matthai.—Some are; some are not.

President.—You can reply.

Rao Sahib Mr. C. Matthai.—About what has been said by the Member for Jews, I may say that the question of separation has already been recommended by the Special Finance Committee, and we are waiting for orders being passed by Government.

As regards the filling up of these Assistant Professors' places, the matter is already before the Government and the Government is considering it.

As regards the pay of the Tutors, who have got teaching work, I may say that the question of salaries and grades of Tutors in the College can be dealt with in its entirety only after the report of the University Commission is received. Now that the Commission has come and inspected the College, we know that they contemplate making definite proposals. I think it may be premature at this stage to undertake any general revision of the grades of pay of the officers of the College. The Department has made certain proposals and the Special Finance Committee has accepted some of our recommendations and the matter is

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before the Government. So, until a decision is arrived at on the scheme that is already before Government and the proposals we shortly expect from the University Commission, no general revision would be possible. I can tell this House that the general revision would be undertaken as soon as we are in receipt of the report of the Commission.

Dr. A. G. Menon.—On a point of information. Does the Government think of promoting the Demonstrators or bring in new men from outside as far as the Assistant Lecturers are concerned?

Rao Sahib Mr. C. Matthai.—As far as possible we would like to promote our own men.

Dr. A. G. Menon.—In some cases foreigners were brought.

President.—That was only at the start of the College.

Dr. A. G. Menon.—Last year, the Zoology Assistant was not given the Lecturer's post.

Rao Sahib Mr. C. Matthai.—We had to go in for two men from outside, but they have gone back now.

President.—Reference is made to Mr. Karunakaran Nayar.

Rao Sahib Mr. C. Matthai.—That we could not help, because we had no competent men here for that particular place. In fact I consulted the highest authority in Madras on that point, and it was strictly in conformity with the advice that he gave that that particular officer was appointed.

Dr. A. G. Menon.—Why did you recognise his foreign service here, to the heart-breaking of so many?

Rao Sahib Mr. C. Matthai.—We wanted to get a good man.

Dr. A. G. Menon.—Is there only one man in the whole Presidency?

Rao Sahib Mr. C. Matthai.—This man we could not get unless we recognised his services there. It was not a case of borrowing. It was not possible to get the loan of his services. In the case of the other two, *viz.*, Mr. Gopala Ayyar and Mr. Srinivasan, we borrowed their services.

Mr. P. Kumaran Ezuthassan.—I withdraw.

The motion was, with leave, withdrawn.

Motion No. 7.

Mr. A. B. Salem.—*To reduce the allotment of Rs. 71,221 for Collegiate Education Permanent Establishment by Re. 1.*

President.—No. 7. Mr. Salem.

Mr. A. B. Salem.—I have tabled this motion regarding collegiate education for the purpose of drawing the pointed attention of the Government to two matters or rather three. One is

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the policy of shifting the College to Anappara on which there is divided opinion.

President.—That is over.

Mr. A. B. Salem.—I want one more matter to be considered. Collegiate education is a matter of luxury, and the State, in providing that, should never come in competition with private institutions and should not stifle the growth of private agencies and their enterprise in these matters. It would be good policy for the Government even to withdraw from collegiate education altogether and concentrate attention upon primary and secondary education rather than spending money upon costly luxury.

President.—But then, should we not have a model College?

Mr. A. B. Salem.—I admit we must have a model College in our State. But, if there are private institutions that are coming up with effective supervision and conditions of teaching, Government can give them greater help and combine the Government money as well as the private money together and bring a first-class institution of the first order into existence, which would be very much better than spending on institutions like this. We have got already a College in Trichur, the St. Thomas'College, and we have got the St. Teresa's College here at Ernakulam.

President.—That is only for women.

Mr. A. B. Salem.—If you have got one firs class College coming in, that would be enough to cater to the luxuries of higher education. Either do not give any grant to any private agency altogether or only maintain one Government College alone or leave the Government College and try to bring up the private College alone.

I have to stop here as the time is over.

The House rose for lunch at 2 p. m. and met again at 3 p. m. with the Deputy President in the Chair.

Deputy President.—We have a lot of demands to get through. We have only two days more.

Mr. A. B. Salem.—By 4 o'clock we can finish Education. What I want to emphasise is that, when you have a first-grade Government College, don't assist private Colleges inside the State. To have too many of these Colleges will mean a frittering away of the little resources we have at our disposal. It cannot be that these private institutions, if they are not aided by the Government, can stand on their own legs as far as collegiate education is concerned. Moreover, scientific education is very costly now-a-days, and it will not be possible for the ordinary Colleges to have those equipments without grant from Government, so that, if you have got a central laboratory established with ample funds and with more seats, it will be more beneficial

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for our students than otherwise. As a matter of fact, we know the difficulties that the students experience in getting admission in the Chemistry and the Physical Science branches of the College. They have not sufficient seats. Many students want to go in for these subjects, and on account of the want of seats, they go for Zoology, History, or Philosophy, and so on. Now, therefore, I earnestly request the Government to revise their policy in seeing more Colleges established in Cochin and to concentrate upon the promotion and the advancement of a good central College for the State with ample facilities of accommodation for all students who want to go in for the highest kind of education. That is one point. I shall emphasise that point and I shall pass that point. If you are going to have the College shifted to Anappara, althouh there are different views, wherever the College is situated, let this policy be pursued.

Sir, another idea that has been actuating me in tabling this motion is to remind the Government of the promise made at the Round Table Conference at Mr. Narayana Menon's place with reference to the starting of a First-Grade College in Cochin. It was then stated that, with a view to the future development, a Technological College would be brought into existence, and the idea was to turn the Ernakulam College into a Technological Institute. It is now nearly six years or five years have passed, but no attempt of any kind is made. I heard during the general discussion of the budget that, if we have any industries established, all students turn out from the Technological Institute, and the Technological Institute will be a waste of funds. I do not quite appreciate that argument. If you have a Technological College started, it would be that you are giving the minds of the children who go into it a turn towards supporting the industries as well. Of course, if there are industries, these students will be absorbed. There will be the lead. That will be running in a circle. If we have industries, there will be necessity for technology. If there is technology, the taste for supporting the industries also comes. I hope that idea is an idea which the Government can take up and consider and examine. It is only for the purpose of drawing attention to this fact that I tabled this motion. I don't press it at all.

The motion was, with leave, withdrawn.

Motion No. 8.

Mr. K. P. Kannan Nayar.—*To omit the allotment of Rs. 4,000 for Temporary Establishment—Lump sum for additional staff.*

Deputy President.—No. 8. The Member is absent.

Hence the motion was considered withdrawn.

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Motion No. 9.

Mr. K. T. Mathew.—*To reduce the allotment of Rs. 1,500 for Field Games by Re 1.*

Deputy President.—Motion No. 9.

Mr. K. T. Mathew.—I don't move.

Hence the motion was considered withdrawn.

Motion No. 10.

Mr. A. B. Salem.—*To reduce the allotment of Rs. 480 for Hostel Superintendent by Re 1.*

Deputy President.—10, Mr. A. B. Salem.

Mr. A. B. Salem.—This cut has been tabled to call attention to the fact that, in spite of the resolutions in this House for the starting of a cosmopolitan hostel, nothing very tangible is seen in the results.

Deputy President.—Government view was also expressed here several times.

Mr. A. B. Salem.—We want only to bring the point and emphasise that.

In the last year, when the advertisement was made with reference to the opening of the College, we understood that the new policy will be brought into existence, namely, to throw open one of the hostels on cosmopolitan lines, and students will be invited for that purpose. But nothing has been done. And when I inquired into the reasons why such applications were not invited, I am very sorry to say—but of course sometimes we have to say things even unpleasant so that we may move forward, it was put down at the door of the Principal, the Principal being a Brahmin. If that is really so, matters must be looked into.

Rao Sahib Mr. C. Matthai.—Who said so? I did not say.

Mr. A. B. Salem.—When I inquired into the matter to know why it was not done, I was informed, "Sir, it was not done because don't you know our Principal is a Brahmin?"

Mr. T. M. Krishna Menon.—It is an irresponsible statement.

Mr. A. B. Salem.—I don't say I accept the statement as true. That is the idea that is prevailing amidst a portion of the public who desired to get admission there and who have not found the doors opened. Therefore, if there is any reactionary element playing in withstanding the opening of these institutions on cosmopolitan lines, then I say the Government must remove

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such impediments. Any way the year has opened now and nothing much can be done. We really hope that the policy of throwing open the biggest institution as a cosmopolitan hostel, instead of becoming a hostel intended for a particular class of people and the doors of which are now closed, will be given effect to in this year itself for all. You may have minor hostels, but the main hostel I think should be opened for all. Minor hostels you may still have behind this main institution. Therefore, it is to call attention to this fact—this matter has nothing to be discussed, it has been amply discussed—that I tabled this motion.

Mr. C. J. Mathew.—In supporting the motion I beg to state I went to the College myself to ascertain why it was that students did not come forward to give their names for the cosmopolitan hostel, and I was told by the students themselves that the cosmopolitan hostel was only a myth and the Principal was all along going against it. For one thing, notice about the opening of a cosmopolitan hostel was announced by the Principal only 8 or 9 days after the reopening of the College.

Deputy President.—That matter was brought here.

Mr. C. J. Mathew.—The students by that time got well accommodated in the existing hostels and in other places. Till then the Principal deliberately kept silent. He said not a word about the cosmopolitan hostel all this time. If the Principal was really serious and did really intend to try a cosmopolitan hostel with success here, certainly the proper time to make the announcement was at the reopening time of the College. Then the students, before getting themselves lodged in one place or other, could have considered it. But, after having got accommodated in other places, I cannot really see how the College Principal could expect students to give up their places and go to the cosmopolitan hostel. The Principal deliberately played a trick to flout the collected opinion of this House. The students were not opposed to it. They told me so. There is another reason also. Where there exist mansion-like caste-hostels so near the College, it is not likely that the parents will give permission to their boys to go to some other place where the cosmopolitan hostel may be located. The students say "Unless and until our parents are made to understand that these palaces—Hostels are not intended for us alone but are for all alike, they will say, 'well, my boy, you don't go to any other place." There is that difficulty also for the students when the Director or the Principal wants them to get the permission of their parents to get into a cosmopolitan hostel. It is not the question of any caste principle that counts with them there. It is the closeness of the place, the palatial

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manner in which the caste-hostel is conducted, and its convenience that make the parent decide, "my boy could most conveniently lodge in this place. Then why should he go elsewhere?"

Rao Sahib Mr. C. Matthai.—But he knows that. When parents send their boys they really know where the hostel is situated, what are the conveniences given there, etc.

Mr. A. Eachara Menon.— Had the parents any idea how the students would be accommodated ?

Mr. C. J. Mathew.—You cannot say that the parents are blind as to the place where the caste-hostel is now situated. It is next door to the College. Parents will certainly look to the conveniences and advantages of their boys. So long as the caste-Hindu Hostel, under the present existing circumstances, is continued, it is well nigh impossible for the parents to ask the boys to go elsewhere. There is that practical difficulty standing in the way of students to obtain the permission of the parents. It is not that their parents are adhering to the caste principle, but it is because they look to the convenience and to the advantageous kind of living there, so near the College. These two facts then must be considered and steps taken to remove these practical difficulties before any announcement is made before this House: "well, we wanted to start a cosmopolitan hostel but no student came forward. The students' point of view has not, therefore, changed." I had recently occasion to preside over a meeting in the College, and they publicly announced then that they were all in favour of converting the caste-Hindu Hostel and the Christian Hostel into cosmopolitan and that their parents also were for that change. They assured me more than once that their parents are not caste-ridden, and that they look only into the question of convenience and nothing else. These two features then I want the Director to clearly understand as causes that really prevented students from coming forward for the cosmopolitan hostel. He ought to insist upon the Principal to give the students an idea of the cosmopolitan hostel pretty early and long before the College is reopened. If they get established in one hostel or other, they may find it difficult to leave it afterwards. If, on the other hand, the Principal is not serious and his idea is only to throw dust in the eyes of the public, his present policy of making the announcement long after the reopening of the College will be the best. An eye-wash like that will not go unprotested. If you seriously intend to have a cosmopolitan hostel started, do it properly in the right time. Then the Director of Public Instruction will not get a chance to say "we tried our very best and no student is coming forward." The angle of vision of the Principal is not one suited to any cosmopolitan system.

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മിസ്റ്റർ കെ. അയ്യപ്പൻ.— ഞാനും ഇതിനെ പിന്താങ്ങുന്നു.

ഡെപ്യൂട്ടി പ്രസിഡെണ്ട്.—ഞാൻ നിങ്ങൾ പറയുന്നതിനു ആക്ഷേപം പറകയല്ല. പലരും ഇതൊക്കെ പറഞ്ഞിട്ടുണ്ട്.

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—ഞാൻ പറഞ്ഞതു പറയുകയല്ല. ഞങ്ങൾ പറയുന്നതും ഗവൺമെണ്ടിനു മനഃപൂർവ്വം നടത്തരുതെന്നാണു നയം. ഈ പരിഷ്കരണ പരീക്ഷണം കുന്ദംകുളത്തു ചെയ്യാൻ പോയതു തീരെ അബദ്ധം.

Mr. K. T. Mathew.—They are more advanced in the opinion of the Government.

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—ആയിരിക്കാം. എന്നാൽ അവിടെ രക്ഷാകർത്താക്കളോടു അനുവാദം ചോദിക്കാതെ ഇവിടെ മാത്രം ചോദിച്ചതു ശരിയാണൊ? അവിടെ പ്രായമെത്താത്ത കുട്ടികളാണു. ഇവിടെ പ്രായം തികഞ്ഞവരാണു. ഇവിടെ ഹിന്തു ഹോസ്റ്റലിൽ കൂട്ടികൾ യോഗം കൂടി കാസ്മോപോളിറൻ ഹോസ്റ്റൽ വേണമെന്നു നിശ്ചയം പാസ്സാക്കി. അദ്ധ്യാപകന്മാരുടെ യോഗത്തിലും അപ്രകാരം ഒരു തീർപ്പുണ്ടായി. ഇങ്ങിനെ എല്ലാം സൂക്ഷ്മമായിട്ടുള്ള സംഗതിയൊന്നും ഗവൺമെണ്ടു നോക്കുന്നില്ല. കാസ്മോപോളിറൻഹോസ്റ്റൽനടപ്പിൽവരുത്തിയാൽരാജ്യം ഇടിഞ്ഞുപൊളിഞ്ഞു വീഴുകയും ഇല്ല. തിരുവിതാംകൂർ, പാലക്കാടു, ആലുവാ മുതലായ ദിക്കുകളിൽ ഇതുണ്ടായിട്ടു കടൽ കയറി വന്നില്ല. എന്നിട്ടും ഇതിനും ആവശ്യമുള്ള ഈ കാര്യം നടപ്പിൽ വരുത്തുവാൻ ഗവൺമെണ്ടിൽ നിന്നു മടികാണിക്കുന്നതു തീരെ ശരിയല്ല. ഇവിടത്തെ വലിയ ഹോസ്റ്റൽ ഹിന്തു ഹോസ്റ്റൽ ആയി ഉപയോഗിപ്പാൻ കൊടുക്കുന്നതു ശരിയല്ല. അതു കാസ്മോപോളിറനാക്കണം. സൌകര്യമുള്ള ആ കെട്ടിടം ജാതിഹിന്തു ഹോസ്റ്റലാക്കി വേറെ സൌകര്യം കുറഞ്ഞ കെട്ടിടത്തിൽ കാസ്മോപോളിറൻ ഹോസ്റ്റൽ തുടങ്ങിയാൽ അതിൽ ചേരാൻ കുട്ടികളുണ്ടാകാൻ ഇടയില്ല. കുട്ടികൾ വർത്തമാനപത്രങ്ങൾ വായിക്കുകയും കാര്യങ്ങൾ മനസ്സിലാക്കുകയും ചെയ്യുന്നുണ്ടു. അവരെ പരിഷ്കാരത്തിൽ നിന്നു നിർബന്ധിച്ചു തടയുകയാണു അധികൃതന്മാർ ചെയ്യുന്നതു. ഒരു ബ്രാഹ്മണകുട്ടി കാസ്മോപോളിറൻ ഹോസ്റ്റലിൽ ചേരുവാൻ പേരുകൊടുത്തപ്പോൾ തടഞ്ഞുവത്രെ. പേരെനിക്കറിഞ്ഞുകൂടാ. ഇതു നടപ്പിൽ വരുത്താത്തതിനു ശരിയായ സമാധാനം പറവാൻ ഡയറക്ടർക്കുതന്നെസാധിക്കയില്ല. എന്റെ അപേക്ഷ ഈ നയംമാറി എല്ലാവർക്കും ഒരുപോലെ സമ്മതമായ കാസ്മോപോളിറൻ ഹോസ്റ്റൽ ഉടനെ തുടങ്ങണമെന്നാണു.

Rao Sahib Mr. C. Matthai.—The Director has already explained himself as the Member himself said.

Mr. A. B. Salem.—Would you explain why the hostel was not thrown open this year ?

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Deputy President.—That also he explained.

Rao Sahib Mr. C. Matthai.—As regards the main buildings of the Christian Hostel, the difficulty which arose was due to the fact that we had to put up new kitchens and new dining halls. To see that we really wanted to try the cosmopolitan idea I did really make an attempt and I am not prepared to accept incorrect statements that come from the other side.

Mr. A. B. Salem.—What is the attempt made ?

Rao Sahib Mr. C. Matthai.— I mean there are inner forces playing in, etc.

Mr. A. B. Salem.—What are the attempts that you made to put into practice the idea that was mooted ?

Rao Sahib Mr. C. Matthai.—On account of the rush of students we would have to rent a house and run it on cosmopolitan lines.

Mr. C. J. Mathew.—Don't you agree, Sir, that it was too late ?

Rao Sahib Mr. C. Matthai.—I cannot say it was too late. Students must come in and the existing hostel must be full.

Mr. A. B. Salem.—It is only for the surplus ! May we know when separate kitchens will be provided ?

Rao Sahib Mr. C. Matthai.—Not provided now. Will be provided when we make permanent buildings and shift our College. We don't propose to make additions, we don't propose to make kitchens.

Mr. A. B. Salem.—You don't propose to take the idea till you go to the Anappara rocks. These may be smashed on the Anappara rocks.

Rao Sahib Mr. C. Matthai.— I have been repeatedly explaining these.

Deputy President.—So you withdraw.

Mr. A. B. Salem.—I don't wish to press because we dissociate.

Mr. K. T. Mathew.—We dissociate ourselves with the present system of Government.

The motion was, with leave, withdrawn.

Motion No. 11.

Mr. K. Ayyappan.—*To reduce the allotment of Rs. 742 for Hostels by Re. 1.*

Deputy President.—The same thing.

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—ഇതല്ല വേറെ കാര്യം പറവാനാണു്. ഈ motion അവതരിപ്പിക്കുന്നതോടുകൂടി വിദ്യാഭ്യാസ ഭരണം വളരെ നന്നായിരിക്കുന്നുണ്ടെന്നു പറയേണ്ടിയിരിക്കുന്നു. അതിനു വിദ്യാഭ്യാസമെമ്പറെ അനുമോദിക്കയും ചെയ്യുന്നു.

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ഡെപ്യൂട്ടി പ്രസിഡണ്ട്.—ഹോസ്റ്റലുകളെപ്പറ്റി പറയല്ലെ നല്ലത്"?

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—General administration നെപ്പറ്റി പറയരുതെ? എന്റെ പേരിലുള്ള cut motion പിൻവലിച്ചുകൊള്ളാം എന്നു വിചാരിക്കയാണ്".

ഡെപ്യൂട്ടി പ്രസിഡണ്ട്".—അവരെ പക്ഷെ ഹോസ്റ്റലുകളെപ്പറ്റി പറയല്ലെ നല്ലത്"?

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—എന്നാൽ ഞാൻ പിന്നെ പറഞ്ഞുകൊള്ളാം. I don't move.

Hence the motion was considered withdrawn.

Motion No. 12.

Mr. C. J. Mathew.—*To reduce the allotment of Rs. 7,42 for Hostels by Re. 1.*

Mr. C. J. Mathew.—I don't move the motion that stands in my name.

Hence the motion was considered withdrawn.

Motion No. 13.

Collegiate Education—Total.

Mr. C. J. Mathew.—*To reduce the allotment of Rs. 1,17,865 for Temporary Establishment by Re. 1.*

Deputy President.—No. 13, Mr. C. J. Mathew.

Mr. C. J. Mathew.—Through this cut motion, Sir, I wish to bring to your notice the fact that in the College certain vacancies are kept without being filled up, because the candidates next best entitled are not the *favourites* of the Principal. This grievance I found expressed in the newspapers also. I want the Director to explain how it is that, when certain Professors left the College, those places were not filled up at all for two and three years. I shall rather go to facts. When Mr. Sankaran Nambiyar left the College, one English Professor's place became vacant, and it was not filled up for a very long time. There were Assistant Professors in English who ought to have been promoted. Their claims were totally disregarded. Dr. Kallukaran and Mr. T. C. Sankara Menon had lately to be promoted, and to provide Professors' places for both of them, the vacant English Professor's place was filled up, and one in English and one in Economics were made Professors. An Assistant Economics man was shunted thus into the English department. Now I understand that the Economics Professor has left and Mr. T. C. Sankara

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Menon is again reverted into the Economics branch. Thus it is clear by their actions that the Government are following a very bad policy in this matter—a policy of filling up places to suit certain conveniences and to give certain advantageous positions to certain people. I want the Director to kindly look into this question and see that no injustice is done to really deserving candidates when a chance comes for their promotion. If they don't happen to be favoured men of the College, it is not their mistake. If the Director would kindly explain whether there is any truth in these allegations found expressed in the newspapers also, I refer to last week's *Sathianadam*, I would withdraw.

Rao Sahib Mr. C. Matthai.—I can assure the Member that there is no favouritism in this matter. I think I explained this morning why we kept certain places vacant and did not raise the pay of certain posts. We are waiting for orders on the report of the Special Finance Committee and that of the University Commission. In the meantime we are simply carrying on. There are certain promotions to be made and vacant posts filled up. So far as Mr. T. C. Sankara Menon was concerned (reference was made to him), I do not think we did anything wrong. He was qualified in Economics.

Mr. C. J. Mathew.—I don't find fault. I can tell you this instance, when Mr. Sankaran Nambiyar left the College, that vacancy was not filled up for a long time till lately, when the question of promoting both Dr. Kallukaran and Mr. T. C. Sankara Menon arose, one was shunted into the English department. Mr. Sankara Menon was there in the College even when Mr. Nambiyar left, and you did not feel the necessity of making him an English Professor then, I suppose. You readily made one an English Professor and the other an Economics Professor to suit your own conveniences, disregarding the legitimate claims of certain Assistant Professors of English, who did not happen to be your pet boys.

Rao Sahib Mr. C. Matthai.—The question is as to the propriety of the statement. In the first place, we are guided by considerations of economy, because this House, in criticising the financial position of the College, has been remarking that we are spending perhaps more than was justifiable on the College. We are trying to economise as far as possible. That is one of our considerations, and then there is this other consideration. We ought to see that the work of the College is carried on properly. In the case of Mr. Sankara Menon and Dr. Kallukaran, the Government recognised they had equal claims for the promotion. In the case of Mr. Sankara Menon there was also this fact. He was qualified both for English and Economics, and

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Government did what they thought was fair and just taking into consideration the claims of these two.

Mr. C. J. Mathew.—So you said Mr. Sankara Menon was made Professor even when there was no necessity?

Rao Sahib Mr. C. Matthai.—Otherwise why did we appoint Mr. T. K. Sankara Menon and Mr. Nambiar?

Mr. C. J. Mathew.—When you allowed it to be vacant for such a long time, was it your idea to keep it as a place of emergency to be filled up only when a candidate comes up for the post?

Rao Sahib Mr. C. Matthai.—Of course we must get suitable candidates.

Mr. C. J. Mathew.—Is it because Mr. Sankara Menon has to be provided for?

Rao Sahib Mr. C. Matthai.—There was no better candidate than Mr. Sankara Menon.

Mr. C. J. Mathew.—Mr. Sankara Menon was in the College even when Mr. Sankaran Nambiar left. Even then you left the place vacant for one year.

Rao Sahib Mr. C. Matthai.—Because Mr. Sankara Menon had other work to do.

Mr. C. J. Mathew.—About pay?

Rao Sahib Mr. C. Matthai.—Mr. Sankara Menon was Assistant Professor of Economics, and after a period of work, we found that we should give him a promotion.

Mr. C. J. Mathew.—I don't grudge his being given a promotion. I only want to bring it to this House that certain promotions and certain appointments are made in the College which are to suit certain people.

Mr. A. B. Salem.—We have all understood that.

Mr. C. J. Mathew.—I don't press.

The motion was, with leave, withdrawn.

Motion No. 14.

Mr. K. J. Antony.—*To reduce the total allotment of Rs. 3,01,653 under Demand No. XVIII by Re. 1.*

Deputy President.—Motion No. 14.

Mr. K. J. Antony.—I don't move.

Hence the motion was considered withdrawn.

Motion No. 15.

Mr. K. Ayyappan.—*To reduce the allotment of Rs. 3,01,653 for Secondary Education—Boys' by Re. 1.*

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മിസ്റ്റർ കെ. അയ്യപ്പൻ.—വിദ്യാഭ്യാസ മെമ്പർ സെക്കണ്ടറി വിദ്യാഭ്യാസവും അതിനുമേലുള്ള വിദ്യാഭ്യാസവും എല്ലാവർക്കും കൊടുക്കത്തക്കവണ്ണം ഉദ്ദേശിച്ചിട്ടില്ലെന്നു പറകയുണ്ടായി. എന്നാൽ ഏറ്റവും ദരിദ്രന്മാർക്കും വിദ്യാഭ്യാസം എത്തിച്ചുകൊടുക്കത്തക്കനിലയിലായിരിക്കണം ഗവർമ്മെണ്ടിന്റെ വിദ്യാഭ്യാസനയം. അവരുടെ ഇടയിലായിരിക്കും mute Miltonന്മാരും Village Hampdenന്മാരും ഉറങ്ങിക്കിടക്കുന്നതു. വിദ്യാഭ്യാസം ഗംഭീരന്മാരും യോദ്ധന്മാരുമായ പൌരന്മാരെ ഉണ്ടാക്കത്തീന്നതിനായിരിക്കണം. ഇതു ധനവാന്മാർക്കുമാത്രം, ദരിദ്രർക്കില്ല എന്നു പറയുന്നതുരാജ്യത്തിനു ഏറ്റവും ഹാനികരമെന്നുതന്നെ പറയണം.

Rao Sahib Mr. C. Matthai.—Those that have the brains and those that have the means.

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—ടെക്സ്റ്റ ബുക്കുകൾവഴി പാവങ്ങൾക്കുള്ള ബുദ്ധിമുട്ട അസഹ്യമാണ. ധനികന്മാർക്കു ഇതറിഞ്ഞുകൂടാ. നാലഞ്ചു കുട്ടികളെ പഠിപ്പിക്കുവാനുള്ള ഇടത്തരക്കാർക്കുപോലുമുള്ള സങ്കടം ഓർത്തുനോക്കുക. ടെക്സ്റ്റ ബുക്കുകൾ കച്ചവടക്കാരുടെ ആദായം ഉദ്ദേശിച്ചല്ല കുട്ടികളുടെ സൌകര്യവും ആവശ്യവുംനോക്കിയാണ് നിശ്ചയിക്കേണ്ടതു്. കവാതയും മറും സ്റ്റാൻഡേർഡ് ആതേഷ്സിന്റെ പോരെ? അവരുടെ കൃതികളിൽനിന്നു ഇന്നിന്ന ഭാഗങ്ങൾ പഠിച്ചുകൊള്ളുവാൻമാത്രം നിശ്ചയിച്ചാൽ കുട്ടികൾ പുതിയ പുസ്തകങ്ങൾ വാങ്ങി വിഷമിക്കേണ്ടിവരില്ല. സകലർക്കും പഠിപ്പിനു പല സൌകര്യങ്ങളും കൊടുക്കണം. പഠിപ്പാൻ പണമില്ലാത്തവർക്കു കാളേജ് lectures കേൾക്കാൻ സൌകര്യങ്ങൾ ഉണ്ടാക്കിയാൽ കൊള്ളാം. നിങ്ങൾ ദരിദ്രന്മാരുടെ നിലയിൽനിന്നു നോക്കിയാൽ ഞാൻ പറയുന്നതെല്ലാം നിങ്ങൾ സമ്മതിക്കും. ആനപ്പാറയെപ്പറ്റിവീണ്ടും പറയുന്നതുകൊണ്ടു് ആരും വിഷമപ്പെടരുത്. ഈ scheme കൊണ്ടുവന്നിരിക്കുന്നതുതന്നെ ദരിദ്രന്മാരുടെനേരെ ദയയില്ലായ്മയാലാണ്. ഈസ്ഥലം പ്രകൃതിരമണീയമായിരിക്കാം. നൃമാൻ വിവരിച്ച മാതിരി സവ്കലാശാലകളും പറഞ്ഞിയതായിരിക്കാം. പക്ഷെ പണമില്ലാത്തവർക്കു അവിടെപ്പോയി പഠിക്കാനുള്ള വിഷമം ഓർക്കണം. തൃപ്പൂണിത്തുറ മുതലായ സ്ഥലങ്ങളിൽനിന്നു ദിവസേനവന്നു നമ്മുടെ കോളേജിൽ പഠിക്കുന്നവരുണ്ടു്.

ഡാക്ടർ എ. ജി. മേനോൻ.—അപ്പോൾ ചിറ്റൂർനിന്നു വരുന്നവരുടെ കഥയോ?

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—അവർക്കു അധികം സൌകര്യമുണ്ടു്.

ഡാക്ടർ എ. ജി. മേനോൻ.—ഉവ്വു്.

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മിസ്റ്റർ കെ. അയ്യപ്പൻ.—തൃശ്ശിവപേരൂർ ഒരു കോളേജ് ഉണ്ടല്ലൊ. എറണാകുളം കോളേജ് മാറ്റിയാൽ Archbishop St. Albert's High School ഒരു ഒന്നാംതരം കോളേജാക്കുമെന്നെ ഞങ്ങൾക്കു ആശ്വാസമുള്ളൂ. അങ്ങിനെ ഇവിടെ കോളേജില്ലാതെ വരികയില്ല. ഇനി വേറെ ഒരു കാര്യം പറയാനുണ്ട്. കൊച്ചിയിൽ ടി. ഡി. സ്കൂളിൽ ഞങ്ങളുടെ കുട്ടികൾക്കു പ്രവേശനം കൊടുക്കുന്നില്ല. ഈ കൊല്ലം സ്കൂൾ തുറന്നപ്പോയി എന്നാണ പറഞ്ഞതു. ഇതിൽ ഗവർമ്മേണ്ടു് ശ്രദ്ധ പതിപ്പിച്ചാൽ കൊള്ളാം.

തൃപ്പൂണിത്തുറ സംസ്കൃത കോളേജിൽ എല്ലാ ജാതിക്കാർക്കും പ്രവേശനമില്ല. ശാസ്ത്രപ്രകാരം പാടില്ലെന്നാണ ഈ സഭയിൽ പറഞ്ഞതു. എന്നാൽ ശാസ്ത്രപ്രകാരം ആരും ജീവിക്കുന്നില്ല. യജനം യാജനം അദ്ധ്യയനം അദ്ധ്യാപനം ഇതെല്ലാം ശരിക്കുന്ന സരിക്കുന്ന ഒരൊറ്റ ബ്രാഹ്മണൻപോലുമിന്നില്ല; ശാസ്ത്രമെന്ന പറയുന്നതു ഒരു പൊളിഞ്ഞ ശാസ്ത്രത്തെയാണ. അതു പോയി. ഇപ്പോൾ കുട്ടികളെ ആരെങ്കിലും ആ ശാസ്ത്രം പഠിക്കാനയക്കുന്നുണ്ടൊ?

റാവുസാഹിബ്ബു മിസ്റ്റർ സി. മത്തായി.—പൊളിഞ്ഞ ശാസ്ത്രം പഠിക്കണൊ?

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—ഞങ്ങൾ പഠിക്കുന്നതു അതു ഖണ്ഡിക്കുവാനാണ്. ശരിയായ ന്യായമില്ലാതെ ഞങ്ങൾക്കും സ്കൂൾ തുറന്നുകൊടുക്കാത്തത അപമാനമല്ലെ?

മിസ്റ്റർ ഐ. ഇ. അമ്മൂക്കൻ.—അവിടെ സംസ്കൃത ഭാഷമാത്രമല്ലെ പഠിപ്പിക്കുന്നത? ശാസ്ത്രമുണ്ടൊ?

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—നായന്മാർക്കും കൂടി വേദാന്തം പഠിപ്പാൻ പാടില്ലെന്നാണ പറയുന്നത! കേരളത്തിലെ നല്ല വേദാന്തികളിൽ പലരും നായന്മാരാണ. എന്നാലും അതിപ്പോൾ അവക്കു പഠിപ്പാൻ പാടില്ലത്രെ. വേദം പകുത്തതും ബ്രഹ്മസൂത്രം എഴുതിയതും മുക്കുവന്മാരുടെ ഇടയിലുണ്ടായ വ്യാസമഹർഷിയാണ. അതുകൊണ്ടു ഈ വക ന്യായങ്ങളൊന്നും പറയണ്ട. ഈ സംഗതി ഗവർമ്മേണ്ടു ദൃഷ്ടിയിൽ കൊണ്ടുവരുവാനാണ എന്റെ ഉദ്ദേശം. സംസ്കൃത കോളേജിനെപ്പറ്റി ഗവർമ്മേണ്ടിന്റെ അഭിപ്രായം അറിഞ്ഞാൽ കൊള്ളാം.

Dr. A. G. Menon.—He never withdrew the motion. He wants to know the opinion of the Government side.

Rao Sahib Mr. C. Matthai.—That point has already been explained. Now, about the Sanskrit College, it is an endowed institution, and it was endowed on certain definite terms; not that Government want to debar certain sections, but have to respect the terms on which the institution was endowed and the

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management of the institution accepted by Government. It was once managed by a Committee, and the Government took over the management for the more efficient working of the institution, and it is impossible now to go against the expressed wishes of the donor.

Mr. M. K. Raman.—But we are financing it.

Dr. A. G. Menon.—Who is the donor, Sir? Every year we give a certain amount to the institution by way of grant.

Rao Sahib Mr. C. Matthai.—The donor is our Ex-Maharaja.

Mr. K. Ayyappan.—Is our Ex-Highness against our admission?

Mr. A. B. Salem.—Can you not admit students with the sanction of the donor? I would request the other side to approach the donor.

Rao Sahib Mr. C. Matthai.—I would suggest that the other side moved in the matter.

Mr. A. B. Salem.—Last year the Government financed the institution by giving a sum of three or four thousand rupees and a liberal sum of ten thousand rupees, I think, even for the housing of books. When such large financial help is rendered, is it not incumbent on the part of the Government to attempt to see to it?

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—എല്ലാവക്കും കൊടുക്കുവാൻ പാടില്ലെന്ന condition ഉണ്ടായിരുന്നുവൊ?

റാവുസാഹിബ്ബ് മിസ്റ്റർ സി. മത്തായി.—ഉവ്വ്.

Mr. M. K. Raman.—I want to know whether the understanding or anything has been reduced in writing.

Rao Sahib Mr. C. Matthai.—This understanding is gathered from written documents.

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—ആ conditions എന്തെല്ലാമാണ്? Definite ആയിട്ട് ഒന്നൊ രണ്ടൊ പറയു.

റാവുസാഹിബ്ബ് മിസ്റ്റർ സി. മത്തായി.—പലതവണയും പറഞ്ഞിട്ടുണ്ട്; പഴയ പ്രൊസീഡിംഗ്സ് നോക്കിയാൽ അറിയാം.

ഡാക്ടർ എ. ജി. മേനോൻ.—അതിന്റെ ഒരു കോപ്പി തരാമൊ?

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—ആദ്യം നായന്മാക്ക് പ്രവേശനമുണ്ടായിരുന്നൊ?

റാവുസാഹിബ്ബ് മിസ്റ്റർ സി. മത്തായി.—ഉണ്ടെന്നതോന്നുന്നു.

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—ഇപ്പോഴും കൊടുത്തിട്ടുണ്ടൊ?

റാവുസാഹിബ്ബ് മിസ്റ്റർ സി. മത്തായി.—ഇല്ല.

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മിസ്റ്റർ കെ. അയ്യപ്പൻ.– അതു ഡയറക്ടരുടെ ഉദ്ദേശത്തിനു വിരോധമല്ലെ?

റാവുസാഹിബ്ബ് മിസ്റ്റർ സി. മത്തായി.—വിരോധമായി യാതൊന്നും ചെയ്തിട്ടില്ല.

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—ഗവമ്മെണ്ടിനു ആ സ്കൂളിനെപറ്റി ഒന്നും അറിഞ്ഞുകൂടാ. കൊടുക്കുവാൻ തക്കതായ കാരണമുണ്ടോ എന്നും അറിഞ്ഞുകൂടാ.

റാവുസാഹിബ്ബ് മിസ്റ്റർ സി. മത്തായി.—കൊടുക്കുവാൻ പാടില്ലാത്തവക്കു കൊടുക്കുന്നില്ലെന്നറിയാം.

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—അതിനുള്ള ന്യായം ഗവമ്മെണ്ടിനറിഞ്ഞുകൂടാ.

Mr. A. B. Salem.—Is there any Government order when the Government took the management?

Deputy President.—That has been answered.

Mr. A. B. Salem.—Is there any Government order specifying the conditions on which the Government has taken up the management?

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—ആ ഓർഡർ നാളെ മേശപ്പുറത്തു വെയ്ക്കാമോ?

റാവുസാഹിബ്ബ് മിസ്റ്റർ സി. മത്തായി.—സാധിക്കയില്ല.

മിസ്റ്റർ കെ. അയ്യപ്പൻ.—ഈ session കഴിയുന്നതിനുമുമ്പ്?

Mr. A. B. Salem.—At least in the next session?

Rao Sahib Mr. C. Matthai.—Yes. Sufficient information has already been placed before the House. The substance of the order has already been given. I need not repeat these things over and over again.

Mr. M. K. Raman.—This is a very important matter. Will the Government be pleased to take the necessary steps to throw it open to all classes? If it is necessary to get the permission of the donor, Government can move in that direction. Of course these are times when our old *Sastras* have become obsolete, and I do not know whether the present Government is under any obligation to be so orthodox. I would like to know whether the Government is prepared to take any step in this direction. Our people feel much about it, and even in this House, opinion has been expressed on this matter. I ask the Government to take the necessary steps to throw it open to all. This is not an insignificant matter. This is an important thing. I, therefore, request that necessary steps may be taken immediately.

Rao Sahib Mr. C. Matthai.—Of course Government will do that. But the question is whether the Government will succeed or not.

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Dr. A. G. Menon.—We are doing some work here and we are not successful. Similarly you may do something and it does not matter whether you succeed or not.

Mr. M. K. Raman.—Now I shall say a few words with regard to the policy that has been enunciated by the Hon'ble Member for Education that secondary education is not going to be freely imparted as primary education.

Rao Sahib Mr. C. Matthai.—This is a misconception. What I said was that you could not pour into a vessel more than what it could hold. What I said was 'brains and means.' Our Government have provided scholarships as other civilised Governments have done. No Government proceeds on the assumption that every child that is born is fit for the highest University education. There is difference in the capacity of human understanding. Some are low in intelligence, others have higher powers of understanding. There are others who can receive the very highest education. That is a fact that we have got to recognise. What Government is trying to do is to give every one as much as he can imbibe, and so what is called elementary education is brought within the reach of every one. That is like a wide-spread net by which we are enabled to get hold of those that have brains and take them on to a higher grade of education. We catch hold of the very best of them and give them scholarships so that they may go as high as they can.

Mr. Thomas Manjuran.—About how many scholarships are given in a year?

Rao Sahib Mr. C. Matthai.—More than 100. When the Special Finance Committee was sitting, some of the Members remarked that we were providing too many scholarships, that we have been too liberal in this matter, and suggested that it would be better to reduce the number of scholarships, but others of us opposed such a reduction. It is to the interest of the State that poor children who have the necessary capacity for higher education should be encouraged by means of stipends.

Mr. M. K. Raman.—Formerly they were liberally allowing recognition for Secondary Schools also. Now the Hon'ble Member for Education expressed that of late the policy has been to encourage primary education and not to make it so free with regard to secondary education. My submission is that, when the secondary education was allowed freely, all the other communities than the backward people took advantage of it and they enriched themselves. It is only the backward and the depressed that did not realise the benefits and avail themselves of the advantages of it, and now when they wanted to get education

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the Government ought not to put this restriction in their way.

Deputy President.—What is the impediment?

Mr. M. K. Raman.—Primary education is given freely, but with regard to secondary education, that is a sort of privileged thing to be given to men with brains and means. So at present Secondary Schools are not so freely allowed. I say this would affect the backward classes very much because they are only beginning now to realise the advantages of education. They were sleeping hitherto, and when they open their eyes you tell them you won't open schools. So, whenever there is a proposal to open a Secondary School for the backward or depressed classes, I request the Department to show sufficient consideration in such cases and to make a variation. For they cannot be included in the ordinary rule.

Rao Sahib Mr. C. Matthai.—There is no invidious distinction. But all these schools are not in the areas inhabited by higher communities. They are scattered throughout the State and all higher or lower communities go to these schools. So there has not been any school in which this special consideration is shown, except a few schools which are confined to certain communities, but almost all schools are entirely given recognition without this distinction.

Mr. M. K. Raman.—The Director of Public Instruction has admitted there are a large number of schools where there are a large number of students of the backward classes. Unless some leniency is shown in the matter of the recognition of these institutions, our condition will be very hard. Therefore, my request is that, as far as the depressed and backward classes are concerned, some sort of leniency should be shown to them. It is only now that they are feeling their want of education. You should not deny it to them now. In the case of the schools where there are more students from the backward classes, the present rule of restricting recognition should not be much enforced. This is the sort of leniency that I urge the Government to show to them.

Rao Sahib Mr. C. Matthai.—That the Government is already showing. I mean we are giving encouragement to these backward communities in the existing schools.

Mr. M. K. Raman.—Have you made any arrangement in any school for the 'Bhushana' examination?

Rao Sahib Mr. C. Matthai.—They are of course not admitted to the 'Bhushana'. You must look at the substance and not to names.

The motion was, with leave, withdrawn.

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Motion No. 16.

Mr. C. V. Kuriyan.—*To reduce the allotment of Rs.3,01,653 for Secondary Education—Boys' by Re. 1.*

Deputy President.—Motion No. 16.

Mr. C. V. Kuriyan.—Sir, I refer to the urgent necessity for a High School for Peringottukara Lower Secondary School which is located in a place where so many backward classes are congregating, and I am very glad to hear that the Hon'ble Member for Education has taken great interest in the advancement of education, and I only wish that immediate measures may be taken to raise that school to a High School. I would like to know from the Government whether there is any idea to raise the standard of the school. The locality is full of these backward classes, and they take real interest in the matter of education and especially in elementary education.

Rao Sahib Mr. C. Matthai.—We are considering this question but there are certain difficulties in the way. For instance, as regards that locality embracing Manalur, Kandassankadavu, Anthikad and Peringottukara, the central place would be Anthikad, where there ought to have been a High School. Twenty years ago the people of Anthikad including a Nambudiri gentleman, Chengallur Nambudiri, requested for a Lower Secondary School there and even for a High School. I was not then in responsible charge of the Department, but I remember trying to impress on the people that Anthikad is the central place and the most convenient place for a High School. But all my efforts proved fruitless, and the Government then opened a High School at Kandassankadavu where a building was provided by the local people, but Kandassankadavu is too far and remote and not central at all. After they had established a High School at Kandassankadavu, a request came from the people of Peringottukara. Had the people of the locality acted according to my advice, then there would have been no necessity for a High School at Peringottukara. So, that is not entirely the fault of Government, but it is due to the apathy of the people in those days. Later on, we made enquiries in response to requests from the people of Peringottukara, and the question is even now engaging the attention of Government.

The motion was, with leave, withdrawn.

Motion No. 17.

Mrs. G. Pavitran.—*To reduce the allotment of Rs. 2,73,660 for Secondary Education—Boys' schools by Re. 1.*

Deputy President.—Motion No. 17.

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Mrs. G. Pavitran.—Sir, the next motion, No. 17, stands in my name. My object in tabling this motion is to request the Government to be pleased to give effect to the recommendations of the Salary Revision Committee which were placed before this House by me and which were passed unanimously by this House. The scheme as drawn up by the Salary Revision Committee embodies a very humble and most modest request, it having been drawn up by some of the most matured minds employed in the Department who were perfectly conscious of the limited resources of the State. They have not, therefore, launched upon any elaborate or ambitious scheme which involved greater expenditure. At the time of the drawing up of this scheme and even now, their concern is about the condition of the low-paid teachers of the Department, and it is their earnest request to the Government that they may be pleased to raise the minimum pay of the teachers to at least Rs. 20 with a view to alleviate the distress of a large band of devoted but ill-paid and discontented teachers. Another request I have to make in this connection and that is to request the Government to reserve at least 50 per cent of the vacancies in all grades up to Rs. 60 for undergraduates.

The motion was, with leave, withdrawn.

Motion No. 18.

Mr. A. B. Salem.—*To reduce the allotment of Rs. 56,011 for Secondary Education—Girls' Schools by Re. 1.*

Deputy President.—The next motion, No. 18, stands in the name of Mr. A. B. Salem.

Mr. A. B. Salem.—Sir, I have tabled this token cut regarding Girls' Schools for a special purpose relating to my own constituency. I have had a talk with the Hon'ble the Member for Education. He is viewing this matter very sympathetically. We have a Secondary School in Jew Town. It was started during the time of Mr. (now Sir) A.R. Bannerji, as the Hon'ble Member knows, for the special benefit of the community whose girls do not go out, and it was located in the street itself for their benefit. Of course, it is sometime now and we have opened Secondary classes there. There are both rich and poor men in the community, and the poor girls will not go outside. Of course, sometimes one or two girls may come to Ernakulam, but the rest are conservative not to leave their homes, and they are too poor to pay for the education. After all the number is only about half-a-dozen children, and I requested the Hon'ble Member to see whether the free education that was given in the English Schools, whether that policy can be extended even in

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the Secondary Department as far as these poor girls are concerned. I know the matter is receiving the sympathetic consideration of the Government. I draw this to the pointed attention of the Government by touching on the point. So I request that the Government will be pleased to consider the case of these half-a-dozen children which will not affect the revenues or the income of the schools. In one way or other to all classes the treatment may be extended in deserving cases.

Rao Sahib Mr. C. Matthai.—As I have already told the Member personally, the matter is engaging the attention of Government. As a policy Government have adopted the free giving of elementary education to all communities, and accordingly the Jewish community also receives free education in the Primary Department, with this difference that, even English education in the Primary Department is free to them in the Mattancheri School. As pointed out by the Member, there are very few girls in the Jewish community who have gone in for higher education. I think in individual cases where there is real poverty intelligent girls may be helped. At the same time, I do not think that Government can make it a general rule.

Mr. A. B. Salem.—I do not press.

The motion was, with leave, withdrawn.

Motion No. 19.

Mr. C. A. Kunjunni Raja.—*To omit the allotment of Rs. 1,500 for lump sum for additional divisions of classes.*

Deputy President.—Motion No. 19 stands in the name of Mr. C. A. Kunjunni Raja.

Mr. C. A. Kunjunni Raja.—I have been reiterating my objections to the way in which lump allotment is made in this budget. The proper procedure, as I have said, is to come for supplementary grants.

Rao Sahib Mr. C. Matthai.—There are certain difficulties in connection with the Education Department which I would like to explain. It is not possible for us to anticipate what exactly the expenditure will be for the coming year. We frame our budget in April, that is, towards the end of the previous educational year. At that time we do not know how many additional classes will have to be opened for the coming educational year. About six weeks after the re-opening of schools when classes have been formed are we in a position to say where additional classes are to be opened. Of course, as far as possible, we furnish details, but they are more or less approximate and are not reproduced here. There is not time to come for a supplementary grant. By the time the Council meets two or three

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months would have passed. We cannot wait for that length of time. Hence we provide a lump sum.

Mr. C. A. Kunjunni Raja.—There is already a surplus in the educational budget.

Rao Sahib Mr. C. Matthai.—That is earmarked. You will blame us afterwards if we use it for other purposes.

Mr. A. B. Salem.—I think you can bring a supplementary grant in the month of Vrischigam.

Rao Sahib Mr. C. Matthai.—As soon as reports are received from the Headmasters of schools that such and such additional divisions are necessary, we have to open the same.

Mr. A. B. Salem.—By the first week of Mithunam you will be able to know this.

Rao Sahib Mr. C. Matthai.—By the middle of Mithunam only.

Mr. A. B. Salem.—Can you give us details?

Rao Sahib Mr. C. Matthai.—I shall be in a position to give you all the necessary information in the Vrischigam meeting

The motion was, with leave, withdrawn.

Motion No. 20.

Mr. A. B. Salem.—*To reduce the allotment of Rs. 5,398 for education of Depressed Classes by Re. 1.*

Deputy President.—Motion No. 20 is Mr. Salem's.

Mr. A. B. Salem.—Sir, this motion regarding the depressed classes has been made for more purposes than one. I would like to know from the Government side what exactly is being done by the Depressed Classes Development Society.

Rao Sahib Mr. C. Matthai.—That does not come under this.

Deputy President.—This is Education budget.

Dr. A. G. Menon.—But money is provided for the depressed classes' education.

Mr. A. B. Salem.—You have not heard what I have to say. I say there is a Development Society. I want to know how it is managed, whether it is for the development of the depressed classes or not.

Rao Sahib Mr. C. Matthai.—The Society is not an individual.

Mr. A. B. Salem.—I know that the Society is not an individual. I said "it". Whether it is under the supervision of the Development Society or under the Education Department, I would like to know from the Hon'ble Member the nature of the studies, etc.

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Rao Sahib Mr. C. Matthai.—So far as the school is concerned, it is under the supervision of the Education Department. But it would be wrong to say that the colony is managed by the Department. The school is a pucca Government institution. The Society has nothing to do with the school.

Mr. A. B. Salem.—May I know what the strength of the school is?

Rao Sahib Mr. C. Matthai.—It is more than 300, both in the day and night schools together.

Mr. A. B. Salem.—I also want to know whether the provision of this meal for the depressed classes in all the schools is adhered to.

Rao Sahib Mr. C. Matthai.—Wherever there are only a very few depressed class students it may be a day meal or a cash payment once a week.

Dr. A. G. Menon.—What is the amount, please?

Rao Sahib Mr. C. Matthai.—One anna three pies a week, if they regularly attended the school for one week. It is given on the last day of the week.

Mr. A. B. Salem.—May I know whether all the depressed classes children are now in the school by this policy?

Rao Sahib Mr. C. Matthai.—Not all. But I have seen a large number of these children in schools than it is in the census report especially in the case of these Ulladans, Malayans, and others.

Mr. Thomas Manjuran.—How many of these students are attending schools?

Rao Sahib Mr. C. Matthai.—About 13 thousand. I do not say that this 13 thousand is correct. That would mean that about 75 per cent are attending school. But at the same time I am prepared to say that education has been spread very far today, judged by figures.

Mr. A. B. Salem.—Cannot the Government make the education of these classes compulsory in the coming year itself? These are the only classes that are to be compulsorily brought into schools. I do not say that all the schools should be made day schools. As regards other classes they know the value of education for they have realised the value of education. They have got their own institutions. Regarding these classes my information is that there is a great deal of illiteracy among them so that without compulsion it will not be possible to eradicate illiteracy altogether from the State. They can be put in night schools. These are the special remedies that I suggest. Then if that be so, I do not see why Government should not make an attempt to drive out illiteracy. My suggestion is that new

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schools may be opened. As far as the other existing schools are concerned, it may be scattered in different areas. If we simply make an appeal to them, illiteracy can be driven out from the State to a very great extent. As regards children going out for work with their parents during day time, it may not be possible to take them to school, and the children may be very useful to them for their work in the fields. So in such cases no feeding is required and their parents will feed them. So they may be put in night schools.

Rao Sahib Mr. C. Matthai.—Sometimes they work miles and miles away from their places of residence. Sometimes the little children that are attending schools even go out for work at 4 o'clock in the morning and they come only at 6 o'clock in the evening. Sometimes they have their habitation in the hills themselves.

Mr. A. B. Salem.—It need not be a hard-and-fast rule and a uniform rule everywhere. Wherever the locality permits of a change, and whatever be the necessities of a particular locality, that must be taken note of, and the system worked accordingly, so that these children may not be illiterate, and if 75 per cent of them are already in the school, then it is only 25 per cent that has to be looked after.

Deputy President.—Then will there be further necessity for compulsion ?

Mr. A. B. Salem.—If you force them all by introducing this compulsory education in the State, there will be no child in the State, whether backward class or depressed class, without a knowledge of the 3 R's. So I suggest the Government would consider that policy. If there is a little inducement necessary, I think it will be the duty of the Government, and this House will be prepared to vote for it that money also, for that purpose. After all, very much will not be required to give them primary education. You need not even put up buildings. Mere sheds erected and a *Vadhyar* or teacher in the field itself will be enough. Give them one hour only to teach a little Malayalam. When we say primary education, it will involve a big school, a fine ventilated building, money locked up with the D. P. W. to erect the building, and so on. That is not at all necessary. Simply a cadjan roof with 4 bamboo poles will be quite sufficient for these children. You need not even spend for slates. A little sand will be enough for them to write upon. You have multiplied our expenditure by sending money for slates to Germany, for pencils to Germany and for paper to other places outside.

Rao Sahib Mr. C. Matthai.—All that we do with slate can be done with sand ?

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Mr. A. B. Salem.—I do not say that. But there is a very great drain from this country for the purpose of these slates pencils and exercise books. All those costly paraphernalia need not be extended to these poor Pulaya community and backward classes. The fashion of our olden days is more than sufficient. I only request that this modest requirement of theirs may be met by the Government so that we may not be charged for not looking after these poor brethren in our State.

The motion was, with leave, withdrawn.

Motion No. 21.

Primary Education—Boys' Schools.

Mr. P. Kumaran Ezhuthassan.—*To reduce the allotment of Rs. 76,114 for establishment by Re. 1.*

Mr. P. Kumaran Ezhuthassan.—I have tabled this cut motion to draw the attention of the Government to the policy that is now followed by the Government in the matter of mass education. It is stated in *the Administration Report* of last year that almost everything that is desirable in the line has been done.

Rao Sahib Mr. C. Matthai.—No, no.

Mr. P. Kumaran Ezhuthassan.—I will read that portion of the Report, i. e., of 1103.

"The net expenditure, again, was Rs. 9,69,962 of which about 65·5 per cent was for elementary education the percentage for secondary and collegiate education being 18 and 5·9 respectively, which shows that the extension of mass education has been the primary concern of the Department in conformity with the avowed policy of the Government. The percentage of children attending school to the total school-going population of the State increased from 85·2 to 93 in 1103. So far as boys are concerned, excepting some of the depressed and very backward communites, the State may claim to have succeeded in making elementary education well-nigh universal without resorting to compulsion; but as regards girls, though the steady increase affords room for gratification, there is still a considerable proportion outside the pale of our schools, the percentage of those in attendance being 66·4 of the total school-going population of girls. The labours of the Department to extend the benefit of education to the depressed classes have met with marked success, the number of such pupils attending schools having risen from 8,024 in 1102 to 11,915 during the year under Report."

And this is seen also to have been fully endorsed by the Diwan in *the Administration Report* of the year 1103. It runs like this:—

"The spread of mass education was, however, its prime concern. Of the net expenditure incurred on the Department, 65·5 per cent was for elementary education. The percentage of children attending school to the school-going population of the State was 93, and barring some of the depressed classes and very backward communities, the State may claim to have made large strides in elementary education without resort to compulsion."

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These things clearly show that the Government is seen or more or less to be satisfied with its policy regarding mass education. If those figures show the real state of affairs, certainly it is a matter for gratification for the Government and the people alike. But the question is whether the figures shown here, especially the 93 per cent of the school-going population having the benefit of education, are true.

I will explain. In the light of the explanations offered by the Education Member yesterday, we have to take it that the figures will come down very much. His opening remarks of yesterday would show that the figures are worked upon the census figures of 1921. It is now 8 years since the census was taken, and there must have been a marked increase of population during these 7 or 8 years. Again the percentage is worked upon the figures supplied by each school on the last day of Karkadagam of each year. The last day of Karkadagam will be about 6 or 7 weeks from the date on which the admissions to the schools close. It is notorious that in the matter of admissions, as long as the Government insists upon the minimum of 30 for the purposes of grant, the authorities concerned make it a point to get into the school as many children as possible at the time of the re-opening, and there is no guarantee that these children on the rolls of the school on the 31st of Karkadagam will continue for the whole year. I speak this especially of the grants-in-aid schools.

Mr. T. M. Krishna Menon.—They are mobilised for occasions?

Mr. P. Kumaran Ezhuthassan.—I am forced to say that it cannot be anything else. I know there are schools which have not been visited by the Inspectors for the last 2 years consecutively, and when inspection is so backward, I have to endorse the view expressed by the Leader of the House that the students are being mobilised for certain occasions.

Mr. T. M. Krishna Menon.—It is not a view expressed.

Mr. P. Kumaran Ezhuthassan.—I take it as a suggestion. So long as the present system of inspection goes on and so long as the Government insists upon 30 being the lowest figure for a class for the purpose of grants-in-aid, it is only likely that such things will go on unless it be that every school Manager is of a sterling honest character, which, I submit, in some cases, will not be the case.

In reply to a question of the Hon'ble Member for Nellayi to this effect, whether the Government will be pleased to place on the Table of the House the number of pupils on the rolls of

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the preparatory classes, of the aided schools as well as Government schools, and the number of them that sat for the examination, the statement placed on the Table has shown that, in all schools where the strength is seen to be 30 or more than 30, the number that sat for the examination is something between 20 and 25. In all the schools where the number on the rolls is below 30, almost all the students on the rolls are seen to have sat for the examination. That only speaks for itself. So long as the Government insists upon the minimum of 30, such things will occur. That is an eye-opener to the Department. When allowance is made for all these things, your figure of 93 per cent will certainly come down to something much less than that. If correct figures are looked into and the percentage is worked on the real figures, it may not give us anything more than 50 per cent. You should not be satisfied with the state of affairs obtaining in towns. You have to go into the rural areas, and then you will find that, instead of the school-going children being in schools, they will be seen in their own homes. That is what obtains in the rural areas. If you are carried away by the state of affairs in towns, for example, Ernakulam and Trichur, there is ample scope to believe that about 93 per cent of the school-going population attend the school. This only shows the figure is worked on wrong statistics, and they are, therefore, intended to deceive the public. Therefore, instead of making such explanations when a demand is made from this side of the House for taking steps for introducing compulsory primary education, instead of offering such explanations, I invite the Government to resort to compulsion at least in selected areas. That is the object of my cut motion.

Rao Sahib Mr. C. Matthai.—I think I have repeatedly explained this point to the House, that the Department do not claim that it is possible to obtain accurate figures every year. This Department is proceeding in just the same way as similar Departments in other provinces are doing. There is a recognised way of taking the census, of working out the percentage of the actual number of scholars of school-going age who are attending schools. The Department simply follows this method.

Then as regards the Member's statement regarding the poor attendance in schools and so on, our inspecting agency is not numerically as strong as it should be.

Mr. P. Kumaran Ezhuthassan.—Make it strong.

Rao Sahib Mr. C. Matthai.—That is just what we are going to do. The Special Finance Committee has already submitted proposals almost to double our Inspecting Staff, but even

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as it is, we know where exactly education is backward, and our Inspecting Staff have been instructed to pay special attention to rural areas where there is likely to be negligence, so that we know more or less where it is that there is slackness, and I do not think the Department is quite ignorant as the Member seems to think. And then, do you find attendance quite satisfactory in places where you have got compulsion? Suppose in a village there are 100 children of school-going age on the rolls and the usual attendance is 70, the Department would consider it satisfactory. That is all that you can expect. I mean, if an average of 70 pupils attend a village school, then by the end of the year they will have received the minimum amount of instruction. You cannot expect every child to attend every day in a village school. That is not possible. Judged by a reasonable standard, I do not think there is anything very much to say about attendance in our schools. We do pay surprise visits to schools. I do so and the Inspecting Officers in their respective jurisdictions do so, so that we know how matters are. As I said, the Inspecting Staff is not as strong as it should be, which I think would be rectified soon. We know of course that we have got to make further progress, that we have not reached that stage where we could say that everything is as it ought to be. Far from that; we realise it and we admit it. But there is no reason to say that we have not advanced as far as we have advanced already.

മിസ്റ്റർ ഐ. ഇ. അമ്പൂക്കൻ.—ഇതിനെ അവതരിപ്പിച്ച കൂട്ടത്തിൽ minimum strength നെപ്പറ്റി പറകയുണ്ടായി. Education മെമ്പർ ഒന്നാം പറയാഞ്ഞതു അതിനു പ്രാധാന്യമില്ലെന്നു വെച്ചിട്ടായിരിക്കാം. എന്നാൽ അതിനു വലിയ പ്രാധാന്യമുണ്ടു്. ഇപ്പോഴത്തെ മുപ്പതു കുട്ടികളില്ലെങ്കിൽ ഗ്രാണ്ടു് കൊടുക്കുന്നില്ല. ഈ ചട്ടം തെറ്റാണു്. ഇതുപോലെ ചട്ടങ്ങൾക്കു നിഷ്കൃഷ്ടമായ രൂപം വേണം.

ഡെപ്യൂട്ടി പ്രസിഡെണ്ടു്.—Grant-in-aid Schools നെപറ്റി വളരെ cuts ഉണ്ടു്. എല്ലാം ഒരുപോലെ പറഞ്ഞുതുടങ്ങിയാൽ നിവൃത്തിയില്ല. ഇനി 2.0 മിനിട്ടേയുള്ളു. ഒടുവിൽ എല്ലാം കൂടി വോട്ടിനിടും. അത്രതന്നെ.

മിസ്റ്റർ ഐ. ഇ. അമ്പൂക്കൻ.—എനിക്കു പറവാനാകാത്തതുകൊണ്ടല്ലെങ്കിൽ ഞാൻ പറയുന്നില്ല. ഇതൊരു ദുരവസ്ഥകായ്മാണു്. Private സ്കൂളുകളുടെ കായ്ത്തിൽ എന്തുമാകാമെന്നുണ്ടോ? ഗവ മെണ്ടുസ്കൂളുകളിൽ ഒരുവിധം, വേറെ സ്കൂളുകളിൽ വേറെവിധം, അല്ലെ?

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മിസ്റ്റർ സി. എ. കുഞ്ഞുണ്ണിരാജാ—'എൻപുള്ളയല്ലവാ' എന്നു പറഞ്ഞ കൂട്ടത്തിലാണ്. (ചിരി.) Government Schools നു അതില്ല.

മിസ്റ്റർ ഐ. ഇ. അമ്പൂക്കൻ.—എന്നാൽ എനിക്കൊന്നും പറവാനില്ല.

Rao Sahib Mr. C Matthai.—As regards minimum strength there must be some rule or other. We must have some standard.

The motion was, with leave, withdrawn.

Motions Nos. 22 & 23.

Mr. C. A. Kunjunni Raja.—*To omit the allotment of Rs. 3,000 for lump sum for additional divisions of classes and new schools.*

Mr. C.A. Kunjunni Raja.—*To omit the allotment of Rs. 8,000 for grant-in-aid to new schools and classes.*

Mr. C. A. Kunjunni Raja.—I don't move the next two motions standing in my name.

Hence these were considered withdrawn.

Motion No. 24.

Mr. P. Kumaran Ezhuthassan.—*To reduce the allotment of Rs. 3,03,700 for Grants-in-aid by Re. 1.*

Deputy President.—No. 24, Mr. Kumaran Ezhuthassan.

Mr. P. Kumaran Ezhuthassan.—This is to show the undesirability of the half-time system. Of course, it has been often times pressed in this House, and I do not wish to dilate upon that. Another point that I want to say about is regarding the minimum strength. I request the Government to reduce the minimum strength in aided schools.

Rao Sahib Mr. C. Matthai.—That means increase of grant. If the House is prepared to give more money, we have no objection.

The motion was, with leave, withdrawn.

Motion No. 25.

Mr. A. B. Salem.—*To reduce the allotment of Rs. 1,000 for Industrial Instruction by Re. 1.*

Deputy President.—No. 25, Mr. Salem. He is absent.

Hence the motion was considered withdrawn.

Motion No. 26.

Mr. K. Ayyappan.—*To reduce the allotment of Rs. 5,64,826 for Primary Education for Boys by Re. 1.*

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Deputy President.—Mr. Ayyappan also is absent.

Hence the motion was considered withdrawn.

Motion No. 27.

Mrs. G. Pavitran.—*To reduce the allotment of Rs. 1,53,807 for Primary Education—Girls' Schools by Re. 1.*

Deputy President.—No. 27, Mrs. G. Pavitran.

Mrs. G. Pavitran.—Sir, my object in tabling this motion is to bring to the notice of this House the deplorable condition of the Nambudiri *Antharjanams* who are subject to many disabilities. Ever since my nomination to this Council, I have been receiving representations of all sorts and kinds from them of their grievances. Of the nature of their grievances I am not going to dwell in detail here since my present purpose is only to request the Government to provide facilities for their education. There might be among them a section who are opposed to reforms or any progress; but let us not, for the sake of a few conservatives, sacrifice the interest of the many, especially the interest of the young and the rising population who are burning with the desire of profiting themselves with everything that is good and beneficial. So I would request the Government to be pleased to open schools at all convenient centres for the education of these poor people. I would also request the Government to make their efforts in this direction really fruitful and beneficial by extending to them the same concessions that are now extended to the so-called backward and depressed classes, for, in my opinion, these Nambudiri *Antharjanams* educationally are equally backward, if not more.

The motion was, with leave, withdrawn.

Motion No. 28.

Mr. C. J. Mathew.—*To reduce the allotment of Rs. 12,450 for special stipends and scholarships by Rs. 10.*

Deputy President.—Motion No. 28. Mr. Mathew is absent.

Hence the motion was considered withdrawn.

Motion No. 29.

Mr. A B. Salem.—*To reduce the allotment of Rs. 12,450 for special stipends and scholarships by Re. 1.*

Deputy President.—No. 29.

Mr. A. B. Salem.—I don't move.

Hence the motion was considered withdrawn.

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Motion No. 30

Mr. A. B. Salem.—*To reduce the allotment of Rs. 3,200 for Medical Inspection of Schools and the College by Re. 1.*

Deputy President.—No. 30, Mr. Salem, are you moving it?

Mr. A. B. Salem.—Yes, Sir.

Sir, I have tabled this cut motion for the purpose of calling attention to the inadequate provision made for the purpose of medical inspection of school students and the College students. Only about 3 thousand and odd students have been examined during the last year. We certainly have much more than that number in our State who ought to have been examined.

Deputy President.—It is 29, and you speak about 30. You don't press 29?

Mr. A. B. Salem.—29 is medical inspection of schools. I have got two cuts upon that. I have got two cuts for two different purposes.

Deputy President.—You are moving 30 now.

Mr. A. B. Salem.—29 (1).

Deputy President.—Not 29 (1). To reduce the allotment for medical inspection. That is 30. That (1) is a printing mistake.

Mr. T. K. Krishna Menon.—The other is 'Special Stipends and Scholarships', to know how these are distributed.

Mr. A. B. Salem.—I don't move 29. I speak on 30 then.

A large number of students are not inspected, and it is necessary that, if you are taking care of the health of the children in our schools, we must have every child inspected at least once in 5 or 7 months. It may not be possible for the Medical Department, over-worked as they are everywhere else except in the General Hospital.

Diwan Bahadur Dr. V. Verghese.—A random statement.

Mr. A. B. Salem.—I say there are so many hands in the General Hospital. You are not over-worked but adequately worked. But in the mofussil there are only one or two medical people who are not over-worked.

Deputy President.—All right. Let us try to get through.

Mr. A. B. Salem.—I never meant anything.

Deputy President.—Let us not indulge in pleasure.

Mr. A. B. Salem.—And so these medical officers are not

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sufficient to inspect all the children in all the schools. Therefore, the inspections in some cases are simply desultory. In some cases it is very good. And I know that the Chief Medical and Sanitary Officer had even circulated model inspection reports from the report of officers who have taken great pains to inspect. Nevertheless the fact remains that a large number of students are without this medical aid. I have one or two suggestions to make for the consideration of the Government.

One is that you are trying to teach Nursing, Domestic Economy and such allied subjects in the schools. You also want health propaganda in all the schools. Why not select a medical man as a teacher or at least as one of the teachers in the Secondary Schools, in which case he will be useful as a teacher and also useful to medically inspect all the students in the school and also to give medical advice in the institution? A large number of students say, 3, 4 or 5 hundred, need this help in a large measure. You will also be thereby solving the problem of finding employment to such persons who go from our State to train themselves as L M.P.'s. You will find that you would derive much benefit by appointing these men into the schools. Any number of applicants there will be to get such posts and in that way by one appointment you serve two purposes. One place, I, therefore, request the Director of Public Instruction will be pleased to reserve for the appointment of a medical man of a standard not less than an L. M. P., either from the Vizagapattam School or Tanjore or any other school. Wherever you can get them, appoint them into the Education Department and attach them to these Secondary Schools.

Mr .T. M. Krishna Menon.—As a full-time teacher?

Mr. A. B. Salem.—Yes. He may be asked to teach one or two subjects as well as do this additional work. Any way you are paying a lot of money for the inspection of these children. For each student I think it is 4 annas that you are paying. If there are 500 students you pay 125 rupees straightaway to the medical officer, while it is not very adequately done.

Diwan Bahadur Dr. V. Verghese.— That is once a year.

Mr. A. B. Salem.—But I am not upon the consideration of money. You have got to pay, say, 30 rupees for a teacher, in addition to the money that you already spend. The additional money that will be required would be very little to make him a full-time officer. I suppose you can get an L. M. P. for 50 rupees. 50 rupees is the minimum pay in the Medical Department for an L. M. P.

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Diwan Bahadur Dr. V. Verghese.—It is Rs. 60 as per the report of the Special Finance Committee.

Mr. A. B. Salem.—But that has not come into force.

Mr. A. Eachara Menon.—In the rural dispensaries how much do you pay? You pay only Rs. 30.

Diwan Bahadur Dr. V. Verghese.—And medicine.

Mr. A. B. Salem.—Of course we know how much you spend on medicine.

Dr A. G. Menon.—That you have to supply anyhow. But do you pay more than Rs. 30? He gets only that.

Mr. A. B. Salem.—You can give him another Rs. 30 in the school for teaching in the school; he must be attached for the purpose of health and propaganda of principles regarding health. You give him one or two subjects also to teach in elementary science or some other allied subject for which you may find him competent. He may teach a little English or whatever other subject you think him fit to be entrusted with,—of course that is a matter of minor detail—in addition to his work of medical inspection. Then the medical inspection will be thorough and beneficial for the school and the population of the State. What is inspection now? Once in 2 years or once in 3 years or 4 years one medical man comes across a student and there it ends. If you cannot find your way to appoint a teacher for each school, I say that two or three schools within a radius of 5 miles may be attached to his care.

Diwan Bahadur Dr. V. Verghese.—Only for medical inspection. He cannot teach everywhere.

Mr. A. B. Salem.—If his time is fully occupied by medical inspection, then of course he will have no time to teach. But if his time is not fully occupied, you can ask him to give first-aid lectures in the school which is very very useful for all purposes. He can give ordinary ideas about healthiness, cleanliness and sanitation, and it is in this way that rural reconstruction can be beneficially done in the State. These are the suggestions that I want to make for the benefit of the children and the people of the State for the consideration of the Department in the coming year. Of course, the budget allotment need not be disturbed at all. If there is a little allotment more that is found to be necessary, the Director of Public Instruction can come forward again and ask for a little additional allotment. It will be doing work for the villages and the villages also will be benefited by that.

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Deputy President.—You say one medical officer for each school?

Mr. A. B. Salem.—I say, according to necessity. If the Department is satisfied that one medical officer can successfully inspect 3 or 4 schools within a 5-mile radius, then that will do. In that case he may not be a teacher also. If there is a school with a thousand students or 900 students in each case he can be made a full-time worker in the school as a medical teacher. He can teach first-aid. That is very useful. He can teach how cholera can be avoided, how sanitary rules are to be observed by the students of the institution and he will also be available for the villagers in the neighbourhood of the institution. If anybody is sick, our teacher is a clever man; he will be there in the village and we will thus be able to bring medical aid to the very door of the people and medical aid for the benefit of the little ones and growing youngsters, and it would be beneficial both to the school and the public as well. We have got plenty of surpluses. Instead of sinking it in the Venduruthy reclamation we will sink it for the benefit of our own men.

Rao Sahib Mr. C. Matthai.—I think it is a very desirable thing to adopt the suggestion made by the Member. But the only difficulty is that of expenditure. Otherwise I would like to have a medical officer attached to each of our big institutions. I think it would serve better than the medical inspection as it is now conducted.

As regards teaching I would not say that an L. M. P. could be entrusted with teaching work in High Schools. What he has got to teach is Science in the High School classes, first-aid, Physiology and kindred subjects. If he is to do justice to his work, he should be a medical graduate.

Mr. A. B. Salem.—If you get such men, so much the better.

Rao Sahib Mr. C. Matthai.—I think it is a very desirable thing, but you have got to make it worthwhile for such men. I think it is quite a good suggestion.

Deputy President.—You are satisfied and you withdraw?

The motion was, with leave, withdrawn.

Deputy President.—As the time is up, the other motions (31 to 45) lapse.

Motions Nos. 31—45.

The following motions lapsed for want of time under Rule 49:—

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Mr. K. Ayyappan.—*To reduce the allotment of Rs. 38,454 for Miscellaneous by Re. 1.*

Mr. K. T. Mathew.—*To reduce the allotment of Rs. 2,500 for contribution to Provident Fund of Aided School teachers by Re. 1.*

Mr. A. B. Salem.—*To omit the allotment of Rs. 12,59,044 for Education.*

Mr. A. L. Antony.—*To reduce the total allotment of Rs. 12,59,044 under Education by Re. 1.*

Mr. K. Ayyappan.—*To reduce the total allotment of Rs. 13,70,000 under Education by Re. 1.*

Mr. A. S. Harihara Ayyar.—*To reduce the total allotment of Rs. 13,70,000 under Education by Re. 1.*

Mr. K. P. Kannan Nayar.—*To reduce the total allotment of Rs. 13,70,000 under Education by Rs. 100.*

Mr. C. A. Kunjunni Raja.—*To reduce the total allotment of Rs. 13,70,000 under Education by Re. 1.*

Mr. A. K. Kunhi Moideen.—*To reduce the total allotment of Rs. 12,59,044 under Education by Re. 1.*

Mr. V. D. Ouseph.—*To reduce the total allotment of Rs. 13,70,900 under Education by Rs. 10.*

Mrs. G. Pavitran.—*To reduce the total allotment of Rs. 12,59,044 by Re. 1.*

Mrs. G. Pavitran.—*To reduce the total allotment of Rs. 12,59,044 by Re. 1.*

Dr. A. R. Menon.—*To reduce the total allotment of Rs. 13,73,000 by Re. 1.*

Dr. A. R. Menon.—*To reduce the total allotment of Rs. 13,73,000 by Re. 1.*

Dr. A. R. Menon.—*To reduce the total allotment of Rs. 13,73,000 by Re. 1.*

Deputy President.—I shall now put the demand to the vote of the House.

Question proposed: '*That the motion for a grant of Rs. 12,59,044 under, 'Demand No. XVIII—Education' be carried by the House.*'

Question put and agreed to.

The House rose for the day at 5 p. m.

T. K. KRISHNA MENON,
Secretary to the Council.

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